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ABSTRACT

This resource guide is designed to provide the reader with information about work experience programs in Rhode Island and other states. The first section consists of a prototypic model (which was developed in cooperation with educators and other personnel concerned with work experience programs) for making work experience-based vocational education programs more responsive and accessible to secondary school students including the handicapped, disadvantaged, and minority populations. Designed to serve as a planning template for the future, the model consists of five program goals, their narrower objectives, and functions to be performed in meeting each objective. A matrix designed to provide the reader with a cross reference between the model's objectives and functions and their practical application as found in the abstracts of various existing work experience programs makes up the second section of the guide. It is intended for use on developing or redeveloping programs to meet particular objectives and functions of the prototypic model. The third section consists of abstracts of 56 existing Rhode Island work experience programs and 81 programs in operation in other states. Each includes sponsoring agency, program title, program director, grade level or population served, and a brief program description. (HD)

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A RESOURCE GUIDE FOR COOPERATIVE WORK EXPERIENCE PROGRAMS 1975

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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TABLE OF CONTENTS

Foreword i

Introduction iii

Prototypic Model 1

How to Use the Matrix 8

Matrix - Model Comparison With Rhode Island Programs 10

Matrix - Model Comparisons With Programs In Other States 18

Cooperative Work Experience Programs In Rhode Island 25

Barrington - Occupational Exposure 26

Block Island - Work Study 28

Burrillville - Co-operative Education Project 29

Burrillville - Occupational Understanding And Training 31

Central Falls - Distributive Education 32

Chariho - Cooperative Vocational Education Program 33

Chariho - Pre-Vocational Training Program 34

Chariho - Work Study Program 35

Coventry - Distributive Education 37

Coventry - Area Cooperative Education 38

Cranston - Providing Retarded With Opportunities For Jobs 39

Cumberland - Occupational Education for Educable Mentally Retarded . . . 40

Cumberland - Culinary Arts 43

Department Of Mental Health - Training Through Placement 44

Davies Facility - A Cooperative Vocational Education Program 47

Davies Facility - Work Study 48

East Greenwich - Distributive Education 50

East Providence - Cooperative Program In Education 51

Foster-Glocester - Summer Work Study Program 53

Johnston - Distributive Education 54
Johnston - Bridge I And Bridge II 56
Lincoln - Cooperative Office Occupations 57
Middletown - Cooperative Vocational Education 58
Narragansett - Work Study Program 59
Newport - Cooperative Education 61
Newport - Distributive Education 63
North Kingstown - Distributive Educatton 64
North Kingstown - Work Study 65
North Providence - Distributive Education 67
North Smithfield - Office Simulation 68
Pawtucket - Diversified Occupations Program 69
Pawtucket - Pre-Vocational for Handicapped Children 70
Pawtucket - Tolman Office Occupations 72
Pawtucket - Tolman Distributive Education 74
Pawtucket - West Cooperative Office Occupations 75
Pawtucket - West Distributive Education 76
Ponaganset - Ponaganset Action Learning Program 78
Ponaganset - Work Study Program 79
Providence - Cooperative Vocational Educational 81
Providence - Distributive Education 83
Providence - Junior Placement Program 85
Scituate - Cooperative Work Experience 85
Smithfield - Cooperative Program 88
Smithfield - Distributive Education 90
South Kingstown - Cooperative Distributive Education 91
South Kingstown - Work Study Program 93

South Kingstown - "Kodachrome" Alternative Project 94
Tiverton - Cooperative Office Education 96
Warren - Work Study For Experience 98
Warwick - Retail Merchandising/Marketing 99
West Warwick - Provide 101
West Warwick - Work Study 103
Westerly - Training Placement And Guidance 105
Woonsocket - CETA Youth Work Experience 106
Woonsocket - VITAL 108

SECTION II

Cooperative Work Experience Programs in Other States

Alabama - Program for Crippled and Exceptional Children 1
Arkansas - Career Education for the Handicapped 2
California - A Program for the Handicapped 4
- Work Study Program 5
- Project Worker 6
- Special Education Work Study Program 9
Colorado - Special Needs Co-op G Program 11
- A Program for Disadvantaged Youth 13
Georgia - Vocational - Academic Education Program 15
Idaho - Vocational Program for the Handicapped 16
- Job Innovations 17
Illinois - Cooperative Work Training 19
- A Speech and Hearing Program 20
- A Program Early School Leavers 21
Kansas - Special Vocational Program 22
Maryland - A Program for the Academically Disadvantaged . . . 24

Maryland - Cooperative Vocational Work Study 25
- A Young Adult Work Study Program 26
Minnesota - Vocational Cooperative Program 27
- Work Experience Guidelines 29
Mississippi - A Cooperative Agreement 30
Montana - A Training Program for the Disadvantaged 34
New Jersey - Industrial Occupational Training 35
Ohio - Comprehensive Program for Unwed Mothers 36
- A Program for Disadvantaged Youth 37
- Vocational Assessment 38
- Individual Prescriptive Vocational Planning 39
- A Program for Handicapped Students 41
- Innovative Laboratories Project 42
- A Program for Disadvantaged Youth 43
- A Program for Handicapped Adults 44
- Manpower Training Center 45
- Work Orientation for the Handicapped 47
- United Cerebral Palsy Component 48
- Dropout Prone Youth 49
- Pre-Vocational Training 50
- Handicapped Adults 51
- Office Training for the Handicapped 52
- Reading and Math Training 53
- A Program for the Handicapped 54
- Vocational Exploration 55
- Skill Training Center 56
- Vocational Training 57

Ohio - Hospital Services Training 58
- Vocational Skill Center 59
- A Dropout Program 61
- Physically Handicapped Program 62
- Vocational Job Placement 63
- Vocational Skill Training 64
- Hearing Handicapped Program 65
- A Program for the Disadvantaged 66
- Training for the Handicapped 67
- An Alternative Vocational Program 68
- A Program for the Handicapped 69
- A Program for Disadvantaged Youth 70
- Work Exploration for the Handicapped 71
- Vocationally Handicapped Program 73
- Pre-Employment Training 74
- Special Needs Program 75
- Vocational Evaluation Program 76
- Hearing Impaired Program 77
- Industrial Contact Workshop 78
- Visually Impaired Student Program 79
- Skill Training Program 80
- Diversified Vocation Instruction 81
- Hearing Impaired Student Program 82
- An Affirmative Action Program 83
- Supportive Services - Handicapped 84
Oklahoma - Distributive Education - Handicapped 85
Pennsylvania - A Program for the Handicapped 86

Pennsylvania - A Service Program for the Handicapped 88
Rhode Island - Management Information System 90
Texas - Vocational Education - Handicapped 91
- Vocational Education - Handicapped 92
- Vocational Education 93
- Vocational Orientation 94
Utah - Project Cooperation 95
Virginia - Special Education 97
West Virginia - Vocational Education - Handicapped 99
Wyoming - Cooperative Education - Handicapped 100

FOREWORD

An expression often used is that "education must ease the transition from school to work." Many members of our society treat the acquisition of skills and the acquisition of a liberal education as mutually exclusive. They fail to see that both are needed and that both should be provided by our educational system.

Early career planning and preparation have become a necessity in our era of change. Automation and new technologies are being introduced into business, industry and profession at an ever-accelerating rate. As a result, fewer demands are made for unskilled employees. Youth entering the labor force must have salable skills and experiences to meet the demands of today's society.

A system is needed for guiding a person from school to work. And this system should begin long before the final stages of a high school education. It should begin early enough to give a student knowledge of how people earn their living and of the basic skills required in the line of employment he or she may want to pursue, either following high school or post secondary training.

Cooperative Work experience programs have been one of means of bridging the gap between education and work. Studies have proven that the cooperative method consistently yeilds higher job placement and greater job satisfaction than any other method of instruction. The cooperative concept has existed for many years as an instructional method of education but only in recent years has there been an incentive to develop programs of this nature on a

large scale. The combination of study and work enables many high school students to become motivated and succeed not only in school, but in their choice of an occupation. The cooperative concept brings relevency to education and also provides a chance for students to be recognized for their achievements. Cooperative education is an educational force that needs to be continued and further developed.

INTRODUCTION

This resource guide is designed to provide the reader with information about Work Experience programs in Rhode Island and other states. A prototypic model was developed in cooperation with educators and other personnel concerned with Work Experience programs for making Work Experience - based vocational education programs more responsive and accessible to secondary school students including the handicapped, disadvantaged and minority populations. The model is an idealistic formulation, which while impossible to totally realize in an operating system, may serve as a planning template for the future.

A matrix was designed and existing programs summarized to provide the reader with a cross reference between the model's objectives and functions and their practical application as found in various Work Experience programs. Through the use of the matrix, programs may be developed or redeveloped to meet particular objectives and functions of the prototypic model. Additional information about each program may be obtained by contacting the Program Director noted on the abstracts.

PROTOTYPIC MODEL

PROTOTYPIC MODEL

Cooperative Work Experience

GOAL I: Vocational Education will be an integral part of the total educational system and will include, but not be limited to, an area vocational-technical facility, and

GOAL II: Vocational Education will be equally accessible to all students, particularly handicapped, disadvantaged, and minority students, and

GOAL III: Students enrolled in cooperative work experience-based vocational education programs will be assured of becoming qualified for job placement.

Objective 1: The ratio of handicapped, disadvantaged, and minority secondary student enrollment to total enrollment in secondary vocational education programs will be equal to or exceed the ratio of these groups to the district's total secondary school enrollment.*

Function 1.1: Secondary school-aged handicapped, disadvantaged, and minority students are identified annually according to Federal and State guidelines/ definitions.

Function 1.2: All handicapped, disadvantaged, and minority secondary school students and their parents are informed annually about all available vocational education programs, their curricular objectives, and benefits derived from program completion.

Function 1.3: Provisions are made for handicapped, disadvantaged, and minority students to enroll in any existing program.

Function 1.4: Provisions are made in training facilities for unique student needs, e.g., elevators, and/or ramps for wheelchairs, etc.

Objective 2: Handicapped, disadvantaged and minority students will be enrolled in vocational education programs that realistically relate to their aptitudes and interests.

*Handicapped, Disadvantaged, Minority Vocational Students / All Vocational Students ____ Handicapped, Disadvantaged, Minority Secondary School Students / All Secondary School Students

Function 2.1 Aptitudes and interests required for skill acquisition in all vocational education programs are identified.

Function 2.2 Aptitudes and interests of all handicapped, disadvantaged, and minority students desiring to enroll in vocational education programs are assessed.

Function 2.3 Each prospective handicapped, disadvantaged, and minority vocational education program enrollee is counselled about programs that are compatible with his/her aptitudes and interests.

Function 2.4 New programs are developed when existing programs do not provide for prevalent student aptitudes and interests.

Objective 3 Students will complete their selected vocational education program.

Function 3.1 Each instructor in a program is an advisor to and advocate for a fixed number of students throughout the duration of their participation in the program.

Function 3.2 Faltering students are identified, assessed, and assisted by a team composed of the student's advisor, a counselor, a psychologist, a social worker, and when appropriate, a special educator.

Function 3.3 Instructional approaches are matched to student learning modes.

Function 3.4 Instruction is appropriate to the student's level of progress in the program's curriculum.

Function 3.5 A student's training is assisted and/or continued to completion by cooperating agencies even if student has not completed training before attaining 21 years of age.

Function 3.6 The district's training program curricula are compatible to those of cooperating agencies (e.g., Vocational Rehabilitation).

Function 3.7 Student progress data are transferred to cooperating agency with transferring student.

Objective 4 Up-to-date training facilities, equipment, staff, and programs will be available to vocational education program enrollees.

Function 4.1 Long-range regional employment needs data are collected for program refinement/development.

Function 4.2 Program refinement/development needs are determined from data collected in Function #1 above.

Function 4.3 Program refinement/development is on-going and observable.

Function 4.4 The training agency actively seeks local, state and federal funds that relate to vocational education in general, and to program refinement/development, in particular.

Function 4.5 Refinement/renewal of staff skills is on-going and observable.

Objective 5 The drop-out rate for handicapped, disadvantaged, and minority students enrolled in vocational education programs will be less than that of those enrolled in other programs.

Function 5.1 Up-to-date records of the program in which each handicapped, disadvantaged, and minority secondary school student is enrolled are maintained.

Function 5.2 Data on handicapped, disadvantaged, and minority secondary students that drop-out of school are annually compiled.

Function 5.3 The drop-out rates of handicapped, disadvantaged, and minority secondary school students last enrolled in vocational education programs are compared annually to those of enrollees in other programs.

GOAL IV: Cooperative work-experience will be an integral part of each vocational education program.

Objective 1 A student's readiness to participate in cooperative work experience will be determined by criteria explicitly stated in the program's curriculum.

Function
- 1.1a Performance-based, curricular objectives for each program are---- identified/developed,
- 1.1b sequenced,
- 1.1c and implemented.

Function
- 1.2a Observational and/or criterion-referenced measures of student progress in all programs are---- identified/developed,
- 1.2b and implemented.

Function
- 1.3a A minimal set of performance skills that qualify a student for cooperative work experienced are---- identified,
- 1.3b and implemented in the curriculum.

Objective 2 A student's cooperative work experience job station will be directly related to his/her classroom-based vocational education program.

Function
- 2.1a Employers who will employ cooperative work experience students at a job station that relates to the student's classroom-based vocational education program are---- identified,
- 2.1b and personally contacted by a staff member.

Function
- 2.2a Students qualified for cooperative work experience---- are informed about employers who will employ cooperative work-experience students,
- 2.2b make application to the employer(s) for the job,
- 2.2c and are interviewed by the prospective employer(s).

Objective 3 The relevance of a cooperative work experience student's success and job station will be continuously monitored.

Function
3.1 Criteria of success at a cooperative work experience job station are developed, and are shared by student's advisor with student and employer prior to employment.

Function
3.2a A record of student's success and work experience at the job station---- is kept by student,
3.2b and certified weekly by employer.

Function
3.3 The student's success and work experiences are reviewed regularly by the student's advisor.

Function
3.4a The advisor's reviews are summarized in writing---- every semester,
3.4b and shared with the student and employer.

GOAL V: Handicapped, disadvantaged, and minority vocational education program graduates will be socially, emotionally, physically, and economically self-sufficient citizens.

Objective
1 The unemployment rate for the handicapped, disadvantaged, and minority vocational education program graduates will be less than that of their counterparts who enrolled in other programs.

Function
1.1 Addresses of handicapped, disadvantaged, and minority vocational education program graduates are maintained.

Function
1.2 Employment-related questionnaires are mailed annually to graduates described in Function 1.1.

Function
1.3 Employment data from questionnaires returned by graduates described in Function 1.1 are compiled annually.

Function
1.4 Data compiled in Function 1.3 are compared annually with unemployment data acquired from Rhode Island Department of Employment Securities.

Objective
2 Handicapped, disadvantaged and minority vocational education program graduates will be employed in their skill/interest area.

Function
2.1 This datum is collected in the annual survey described in Objective 1, Function 1.2.

Function
2.2 Handicapped, disadvantaged and minority vocational education program graduates that are not employed in their skill/interest area are informed about job opportunities in their skill/interest area.

Objective
3 Follow-up support services-social, psychological, counseling, job placement-will be available to handicapped, disadvantaged, and minority vocational education program graduates.

Function
3.1a An on-going socialization program is conducted for the graduates which includes----
weekly social functions for graduates residing in regions of the state,
3.1b distribution to each graduate of a monthly newsletter that includes the month's calendar of activities and other follow-up service-related features,
3.1c and concentrated services for graduates who seek or are referred for same.

Function
3.2 The hiring of handicapped, disadvantaged, and minority vocational education program graduates is systematically and continuously advocated to public and private employers.

Function
3.3 Employment opportunities for handicapped, disadvantaged, and minority vocational education program graduates are actively sought.

Function
3.4 Handicapped, disadvantaged, and minority vocational education program graduates are linked with employment opportunities.

HOW TO USE THE MATRIX AND PROGRAM SUMMARIES

A matrix has been developed to be used by educators to close the gap between the ideal and existing Work Experience programs in Rhode Island. The matrix was designed to provide the reader with a cross reference between the model's objectives and functions and their practical application as found in the various Work Experience programs in Rhode Island and other states.

In order for the reader to utilize this information package the following steps should be considered as a sequential approach for its use.

1. Study the model goals, objectives and functions. Determine which goals, objectives and functions you would like to use in development or redevelopment in your cooperative education program.
2. Use the matrixes to find out which program or programs in Rhode Island and/or other states match the selected goals, objectives and functions.
3. Read the abstract or abstracts of the programs operating in Rhode Island and/or other states for information. If further information is required contact the program director.

The matrix has utility for program development and/or refinement. Anyone charged with this task can use the matrix as a resource for determing how a particular objective or function has been implemented in a variety of programs and settings, and for various students and populations. For example, a developer interested in how to preassess aptitudes and interests of prospective vocational education program enrollees (Goal I, II, III; Objective 2: Function 2.1) can find several programs (KS-1, MD-1, OH-17, OH-24, OH-27, OH-33, OH-35, OH-37, and OH-41) in which this function is being performed. * A reader who is interested in obtaining information about which Rhode Island

*Refer to matrix starting on page 17.

program or programs relate to Goal IV, Objective 3, Function 3.1 (criteria of success at a cooperative work experience job station are developed and are shared by student's advisor with student and employer prior to employment) will find by using the matrix for Rhode Island programs that Burrillville #3, East Providence #18, Foster-Glocester #19, Pawtucket #31 and Providence #40 programs fulfill Function 3.1.* If after reviewing the abstracts of these programs additional information or insight is desired, the developer may review the parent materials from which the abstract was written or contact the Program Director noted on the abstract.

* Refer to the matrix starting on page 10.

MODEL COMPARISON WITH RHODE ISLAND PROGRAMS

GOALS	OB*	F*	F	F	F	OB	F	F	F	F	OB	F	F	F	F	F	F	F	OB	F	F	F	F	F	OB	F	F	F
I, II, III	1.	1.1	1.2	1.3	1.4	2	2.1	2.2	2.3	2.4	3	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4	4.1	4.2	4.3	4.4	4.5	5.	5.1	5.2	5.3
BARRINGTON		1																										
BLOCK ISLAND				2																								
BURRILLVILLE				3																								
BURRILLVILLE					4																							
CENTRAL FALLS																												
CHARIHO																												
CHARIHO																												
CHARIHO																												
COVENTRY																												
COVENTRY																												
CRANSTON					11											11	11	11										
CUMBERLAND															12	12												
CUMBERLAND						13																						
DIV. RETARD.																												
DAVIES																												
DAVIES																												
E. GREENWICH																												
E. PROVIDENCE																												
FOSTER-GLO.																												
JOHNSTON		20																							20	20	20	20
JOHNSTON																												
LINCOLN																												

OB* OBJECTIVES F* FUNCTIONS

MODEL COMPARISON WITH RHODE ISLAND PROGRAMS

GOALS	OB	F	F	F	F	OB	F	F	F	F	OB	F	F	F	F	F	F	F	OB	F	F	F	F	F	OB	F	F	F	
I, II, III	1	1.1	1.2	1.3	1.4	2	2.1	2.2	2.3	2.4	3	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4	4.1	4.2	4.3	4.4	4.5	5	5.1	5.2	5.3	
MIDDLETOWN																													
NARRAGANSETT									24																				
NEWPORT													25													25	25		
NEWPORT																													
NO. KINGSTOWN																													
NO. KINGSTOWN																													
NO. PROVIDENCE																													
NO. SMITHFIELD																													
PAWTUCKET																										31			
PAWTUCKET								32		32					32												32	32		
PAWTUCKET						33																							
PAWTUCKET																						34							11
PAWTUCKET																													
PAWTUCKET																													
PONAGANSETT								37	37																				
PONAGANSETT		38						38																					
PORTSMOUTH										39																			
PROVIDENCE																													
PROVIDENCE			41																					41					
24 PROVIDENCE (42)																												25	
SCITUATE																													
SMITHFIELD																													
SMITHFIELD																													

MODEL COMPARISON WITH RHODE ISLAND

GOALS	OB	F	F	F	F	OB	F	F	F	F	OB	F	F	F	F	F	F	F	OB	F	F	F	F	F	OB	F	F	F
I, II, III	1	1.1	1.2	1.3	1.4	2	2.1	2.2	2.3	2.4	3	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4	4.1	4.2	4.3	4.4	4.5	5	5.1	5.2	5.3
SO. KINGSTOWN (47)																												
SO. KINGSTOWN (48)																												
SO. KINGSTOWN																												
TIVERTON (49)																												
WARREN (50)																												
WARWICK																												
WEST WARWICK								52	52																			
WEST WARWICK																												
WESTERLY															54													
WOONSOCKET (55)																												
WOONSOCKET																												

12

27

MODEL COMPARISON WITH RHODE ISLAND PROGRAMS

GOAL	OB	F	F	F	F	F	F	F	OB	F	F	F	F	F	OB	F	F	F	F	F	F
IV	1	1.1a	1.1b	1.1c	1.2a	1.2b	1.3a	1.3b	2	2.1a	2.1b	2.2a	2.2b	2.2c	3	3.1	3.2a	3.2b	3.3	3.4a	3.4b
BARRINGTON									1									1	1		
BURRILLVILLE																3					
BURRILLVILLE									4	4	4										
CENTRAL FALLS									5									5			
CHARIHO										6	6										
CHARIHO									7	7	7										
CHARIHO																			8		
COVENTRY									9	9	9				9		9	9	9		
COVENTRY									10									10	10		
CRANSTON		11	11	11																	
CUMBERLAND	12								12												
CUMBERLAND									13												
DIV. RETARD.									14												
DAVIES	15								15	15	15		15		15						
DAVIES									16												
E. GREENWICH															17						
E. PROVIDENCE										18	18					18					
FOSTER-GLO.									19							19					
JOHNSTON									20						20			20	20		
JOHNSTON																					
LINCOLN		22	22																22		
MIDDLETOWN									23										23		

13

29

28

MODEL COMPARISON WITH RHODE ISLAND PROGRAMS

GOAL	OB	F	F	F	F	F	F	F	OB	F	F	F	F	F	OB	F	F	F	F	F	F
IV	1	1.1a	1.1b	1.1c	1.2a	1.2b	1.3a	1.3b	2	2.1a	2.1b	2.2a	2.2b	2.2c	3	3.1	3.2a	3.2b	3.3	3.4a	3.4b
NARRAGANSETT																					
NEWPORT																	25		25		
NEWPORT									26	26	26							26	26		
NO. KINGSTOWN															27			27			
NO. KINGSTOWN												28	28	28							
NO. PROV.																		29	29		
NO.SMITHFIELD									30						30						
PAWTUCKET									31							31	31	31	31		
PAWTUCKET																		32			
PAWTUCKET									33												
PAWTUCKET									34									34	34		
PAWTUCKET															35			35			
PAWTUCKET									36	36	36							36	36		
PONAGANSETT										37	37								37		
PONAGANSETT																		38			
PORTSMOUTH																					
PROVIDENCE									40	40	40					40		40	40		
PROVIDENCE									41									41			
PROVIDENCE (42)																					
SCITUATE									43									43	43		
SMITHFIELD									44									44	44		
SMITHFIELD									45									45			

MODEL COMPARISON WITH RHODE ISLAND PROGRAMS

GOAL	OB	F	F	F	F	F	F	F	OB	F	F	F	F	F	OB	F	F	F	F	F	F
IV	1	1.1a	1.1b	1.1c	1.2a	1.2b	1.3a	1.3b	2	2.1a	2.1b	2.2a	2.2b	2.2c	3	3.1	3.2a	3.2b	3.3	3.4a	3.4b
SO.KINGSTOWN									46												
SO.KINGSTOWN (47)																					
SO.KINGSTOWN (48)																					
TIVERTON (49)																					
WARREN (50)																					
WARWICK									51												
WEST WARWICK									52												
WEST WARWICK																		53	53		
WESTERLY			54						54												
WOONSOCKET (55)																					
WOONSOCKET									56	56	56	56							56		

15

33

32

MODEL COMPARISON WITH RHODE ISLAND PROGRAMS

GOAL	OB	F	F	F	F	OB	F	F	OB	F	F	F	F	F	F
IV	1	1.1	1.2	1.3	1.4	2	2.1	2.2	3	3.1a	3.1b	3.1c	3.2	3.3	3.4
DIV. RETARD.										14	14		14	14	14
PAWTUCKET		31	31	31											
PAWTUCKET															34
PROVIDENCE		41	41	41											
PROVIDENCE (42)															
SO. KINGSTOWN (47)															
SO. KINGSTOWN (48)															
TIVERTON (49)															
WARREN (50)															
WESTERLY						54									
WOONSOCKET (55)															

MODEL COMPARISON WITH RHODE ISLAND PROGRAMS

GOAL	OB	F	F	F	F	OB	F	F	OB	F	F	F	F	F	F
V	1	1.1	1.2	1.3	1.4	2	2.1	2.2	3	3.1a	3.1b	3.1c	3.2	3.3	3.4
DIV. RETARD.										14	14		14	14	14
PAWTUCKET		31	31	31											
PAWTUCKET															34
PROVIDENCE		41	41	41											
PROVIDENCE (42)															
SO.KINGSTOWN (47)															
SO.KINGSTOWN (48)															
TIVERTON (49)															
WARREN (50)															
WESTERLY						54									
WOONSOCKET (55)															

MODEL COMPARISON WITH PROGRAMS IN OTHER STATES

GOALS	OB*	F*	F	F	F	OB	F	F	F	F	OB	F	F	F	F	F	F	F	OB	F	F	F	F	F	OB	F	F	F
I, II, III	1	1.1	1.2	1.3	1.4	2	2.1	2.2	2.3	2.4	3	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4	4.1	4.2	4.3	4.5	4.6	5	5.1	5.2	5.3
ALABAMA								1								1												
ARKANSAS					1							1				1												
CALIFORNIA				1	1							1				1				1	1							
CALIFORNIA				2																								
CALIFORNIA				4	4																							
COLORADO												1																
COLORADO																2												
GEORGIA																			1									
IDAHO																				1								
IDAHO					2			2	2																			
ILLINOIS					1											1												
ILLINOIS					2																							
ILLINOIS				3	3																							
KANSAS		1	1				1	1	1																			
MARYLAND		1										1																
MARYLAND				3				3								3												
MINNESOTA				1																								
MISSISSIPPI								1	1							1												
NEW JERSEY				1												1												
OHIO								1								1												
OHIO															2													
OHIO								3	3																			

18

OB* OBJECTIVES F* FUNCTIONS

MODEL COMPARISON WITH PROGRAMS IN OTHER STATES

GOALS	OB	F	F	F	F	OB	F	F	F	F	OB	F	F	F	F	F	F	F	OB	F	F	F	F	F	OB	F	F	F	
I, II, III	1	1.1	1.2	1.3	1.4	2	2.1	2.2	2.3	2.4	3	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4	4.1	4.2	4.3	4.4	4.5	5	5.1	5.2	5.3	
OHIO								4	4				4																
OHIO				5	5			5																					
OHIO													7		7														
OHIO																8	8												
OHIO																9													
OHIO								10					10			10													
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OHIO		17			17																								
OHIO					18			18	18		18				18	18	18	18											
OHIO			19		19							19			19	19													41
OHIO			20		20			20	20							20													
OHIO								21	21							21													
OHIO			22		22			22	22			22															22	22	
OHIO								23	23	23			23	23	23														
OHIO		24		24	24			24								24													
OHIO			25																	25									
OHIO								26	26						26														

MODEL COMPARISON WITH PROGRAMS IN OTHER STATES

GOALS	OB	F	F	F	F	OB	F	F	F	F	OB	F	F	F	F	F	F	F	OB	F	F	F	F	F	OB	F	F	F	
I. II. III	1	1.1	1.2	1.3	1.4	2	2.1	2.2	2.3	2.4	3	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4	4.1	4.2	4.3	4.5	4.6	5.	5.1	5.2	5.3	
OHIO		27														27													
OHIO													28																
OHIO																29													
OHIO			30	30	30			30							30														
OHIO				31	31																								
OHIO			32	32				32															32						
OHIO		33		33									33																
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OHIO		35	35																								35		
OHIO								36																					
OHIO		37			37			37	37																				20
OHIO													39																
OHIO					40																								
OHIO		41			41		41	41	41													41							
OHIO					42		42	42								42													
OHIO																43						43							
OHIO			44					44																					
OHIO																						45							
OKLAHOMA																1													
TEXAS				1	1																								
TEXAS				2	2											2													
TEXAS				3	3																								

MODEL COMPARISON WITH PROGRAMS IN OTHER STATES

COALS	OB	F	F	F	F	OB	F	F	F	F	OB	F	F	F	F	F	F	F	OB	F	F	F	F	F	OB	F	F	F
I, II, III	1	1.1	1.2	1.3	1.4	2	2.1	2.2	2.3	2.4	3	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4	4.1	4.2	4.3	4.4	4.5	5	5.1	5.2	5.3
TEXAS								4	4							4												
UTAH				1	1											1				1	1	1						
VIRGINIA								1	1							1												
WEST VIRGINIA																	1											

MODEL COMPARISON WITH PROGRAMS IN OTHER STATES

GOAL	OB	F	F	F	F	F	F	F	OB	F	F	F	F	F	OB	F	F	F	F	F	F
IV	1	1.1a	1.1b	1.1c	1.2a	1.2b	1.3a	1.3b	2	2.1a	2.1b	2.2a	2.2b	2.2c	3	3.1	3.2a	3.2b	3.3	3.4a	3.4b
ARKANSAS	1	1	1	1																	
CALIFORNIA	2	2	2	2	2	2	2	2													
CALIFORNIA	3	3	3																		
CALIFORNIA							5												5	5	5
COLORADO	2	2	2	2	2	2	2	2													
GEORGIA	1	1	1	1	1	1	1	1													
IDAHO	2	2	2	2																	
ILLINOIS					2	2	2	2													
MARYLAND		1	1	1					1												
MARYLAND									2	2											
MARYLAND		3	3	3	3	3	3	3													
MINNESOTA		2	2	2					2						2						
MONTANA									1							1	1	1	1		
OHIO	5									5	5	5	5	5							
OHIO		9	9	9			9	9													
OHIO		10	10	10	10	10	10	10		10	10										
OHIO		15																			
OHIO		17	17							17	17										
OHIO		19	19		19	19	19	19													
OHIO		20	20	20																	
OHIO	23	23	23	23																	
OHIO										25	25										

MODEL COMPARISON WITH PROGRAMS IN OTHER STATES

GOAL	OB	F	F	F	F	F	F	F	OB	F	F	F	F	F	OB	F	F	F	F	F	F
IV	1	1.1a	1.1b	1.1c	1.2a	1.2c	1.3a	1.3b	2	2.1a	2.1b	2.2a	2.2b	2.2c	3	3.1	3.2a	3.2b	3.3	3.4a	3.4b
OHIO	27																				
OHIO										29	29										
OHIO		33	33		33	33	33	33													
OHIO		34	34																		
OHIO										35	35	35	35	35						35	35
OHIO										38	38										
OHIO										43	43										
PENNSYLVANIA		1	1	1	1	1	1	1													
PENNSYLVANIA	2																				
TEXAS	2																				
WEST VIRGINIA		1	1	1	1	1	1	1													
WYOMING		1	1	1	1	1															

23

49

MODEL COMPARISON WITH PROGRAMS IN OTHER STATES

GOAL	OB	F	F	F	F	OB	F	F	OB	F	F	F	F	F	F
V	1	1.1	1.2	1.3	1.4	2	2.1	2.2	3	3.1a	3.1b	3.1c	3.2	3.3	3.4
CALIFORNIA											5				
NEW JERSEY						1									
OHIO														8	8
OHIO									9						
OHIO									19					19	19
OHIO	29														
OHIO														40	40
OHIO	42					42									
PENNSYLVANIA									1						
UTAH									1						
VIRGINIA									1						

COOPERATIVE WORK EXPERIENCE PROGRAMS

IN

RHODE ISLAND

RI-1

Sponsoring Agency: Barrington School Department

Title of Program: Occupational Exposure

Responsible Agent: Bruce Boynton

Grade Level: High School

Number of Population To Be Served: 25

Description of Population To Be Served: Learning Disabled and Educable Retarded Students

Cost Per Student: $572

Federal Funds (Voc Ed): $9,934

Local Funds: $4,387

Summary of Project:

The education of the slow and mentally retarded student differs from the education of the average or superior student. Emphasis is placed upon the development of the personality and on adequacy in the occupational and social areas. Although academic achievement is important, the importance of learning to adjust to society and the world of work must not be forgotten. The general objectives in the education of these students must be directed towards the development of: 1) self-realization, 2) human relationship, 3) economic efficiency, 4) civic responsibility.

The Special Education Department of the Barrington Public Schools has developed a program of instruction and training leading to job placement at the senior high level. The program is served by one academic teacher doing part-time job placement coordination and follow-up and part-time industrial arts training, one part-time home economics teacher, and one part-time business education teacher.

The purpose of this project is to provide occupationally oriented instruction in business education and related fields of home economics. Through such instruction, the following goals can be accomplished: specific training in 1) business subjects and related practices and 2) home economics and related aspects.

Objective 1

Each eligible student will be placed in a part-time job integrated with school attendance for one academic year. Students will be rated by their employer and the project coordinator on their job performance.

Objective 2

Each eligible student will be given instruction in the following areas: business machine use, typing, family financial management, and training in business and occupational procedures.

Objective 3

Each student will achieve an understanding of basic job-entry home economic skills; nutrition, meal planning, personal hygiene and grooming, child care and home nursing, and consumer education.

Evaluation Techniques

Objective 1 - Rating sheet of performance on each child on pre-post test basis.

- The rating will be a value judgment by employer and project coordinator.
- Academic grades in school will be assessed.

Objective 2 - Academic achievement will be assessed by letter grade.

Objective 3 - Academic achievement will be assessed by letter grade.

RI-2

Sponsoring Agency: Block Island School Department

Title of Program: Work Study

Responsible Agent: Foy R. Stiefer

Grade Level: High School

Number of Population to be Served: 20

Description of Population to be Served: Disadvantaged students between the ages of fifteen and twenty-one.

Cost Per Student: $314

Federal Funds (Voc Ed): $5,281

Local Funds: $1,005

Summary of Project:

The purpose of the program is to provide financial assistance to twenty secondary school students to enable them to continue in school and complete their high school education. The program is also intended to instruct these students in the value of a work experience, so they will want to improve upon their work abilities and their desire to become self-supporting members of the community.

The students selected for the program have not yet participated in a realistic work experience. It is doubtful that they would be able to do so with the present employment situation which exists in the area. It is the aim of this program to duplicate as nearly as possible within the school environment, the kind of work experience they would be exposed to in business and industry if they were able to obtain similar work.

Although it is recognized that it will be difficult to simulate closely all those conditions one might face in business and industry, it will be possible to teach youngsters the rewards of production by

paying them to fulfill in a satisfactory way the duties they are called upon to perform.

The wages to be paid is the minimum wage. The following job categories are available in the Block Island School and community: maintenance, custodial, painting, assistance in office for filing, copying, collating, general office routine, and grounds care.

Where possible students desires and skills are matched. Students are selected by using the family wage guidelines used in the free federal lunch programs, along with other judgements made concerning the students family background and the students need to be gainfully employed.

Program Objectives

Students will accomplish in an acceptable manner basic school maintenance work in the school building and on the grounds.

Students will learn basic office work including filing, reproducting copy, collating, stuffing envelopes, mailing, and other office routines.

Students will appraise the talents, skills and training necessary for various positions in maintenance and office work.

Students will learn basic school campus cleanliness by policing the grounds, picking up debris, sweeping driveways and sidewalks, and participating in snow removal work during winter months.

Students will develop good work habits and positive attitudes toward school.

Students will learn about the opportunities which exist in further education and in vocational training.

It is expected that attendance records will indicate a diminished dropout rate and improved daily attendance.

RI-3

Sponsoring Agency: Burrillville School Department

Title of Program: Co-operative Education Project

Responsible Agent: Richard E. Colburn

Grade Level: 8, 9 and 11, 12 th grades

Number of Population to be Served: 150

Description of Population to be Served: 8th, 9th, 11th, and 12th grades.

Cost Per Student: $488

Federal Funds: $26,257

Local Funds: $46,963

Summary of Project:

The Co-operative Education project is an effort to give non-college bound juniors and seniors an opportunity to learn an entry level skill while attending high school. With the implementation of such a program the "drop-out" rate should be reduced.

Because Burrillville is a rural community which is economically deprived, and for the most part without industry in the community, a co-operative education project is deemed vital to the graduating vocational students so they will be prepared for suitable employment in a skill occupation. Without such a program, students would not have the opportunity to learn a skill or learn how to work successfully. Because of the limited job market in this rural community, students must be ready to either relocate or travel outside the community to find employment. If the student, upon graduation, has a specific skill which he can offer an employer, he has a better chance of finding employment.

The co-operative education project is designed so that students involved spend one week in school completing their academic requirements while the alternating week is involvement in a work experience of their choice. The work experience part of the project has been designed by the employer and the coordinator to include specific skills and work habits which the student is required to perform. Part of the students academic require-

ments are related to the work experience. In addition all students in the co-operative program are required to take "Co-operative English" which stress the communication skills necessary to succeed in any occupations. English exercises relative to the problems and procedures which students meet on the job supplement the examination of basic communication skills used in the world of work.

RI-4

Sponsoring Agency: Burriville School Department

Title of Program: Project OUT-Occupational Understanding and Training

Responsible Agent: Dennis Kohler and Paulette Dekle

Grade Level: High School

Number of Population to be Served: 18

Description of Population to be Served: Educable Retarded Students - ages fifteen to twenty

Cost Per Student: $927

Federal Funds (Voc Ed): $13,480

Local Funds: $3,326

Summary of Project:

The purpose of the program is to increase the occupational training and understanding of high school educable mentally retarded students in order to increase post graduate success in the world of work. The emphasis of the program is designed to combine academic work with on the job experience. The program director finds jobs with career potential for the students and places them according to their abilities and interests in either full or part time

jobs. At the completion of the program the students receive a high school diploma.

Students are transported to school from the job or from the job to school by a carrier. This insures transportation for the students and provides a daily continuity between school and the job. At the completion of this program the students have a greater knowledge of the world of work.

RI-5

Sponsoring Agency: Central Falls School Department

Title of Program: Distributive Education

Responsible Agent: John Worsley

Grade Level: 11 and 12

Number of Population to be Served: 45

Description of Population to be Served: Jr. & Senior HS students.

Cost Per Student: $390

Federal Funds (Voc Ed): $7,073

Local Funds: $10,495

Summary of Project:

The central purpose of the program is to prepare students for entry level employment in the classroom and to develop the necessary social skills and work attitudes and habits necessary for job tenure. The teacher combines related instruction with student employment experiences. The supervised work experience enables students to develop and refine occupational competencies, adjust to the employer's environment and advance in occupations of their choice. On-the-job instruction is supervised by the employer.

The eleventh year curriculum is intended to serve as an introduction to marketing and distribution. The student will learn varied educational qualifications necessary to do the job successfully.

The twelfth year is that phase of the program when the student puts theory into practice on the job and in the student operated school store. The student is introduced to business principles and management and made aware of techniques in order to function properly in his job situation.

RI-6

Sponsoring Agency: Chariho Regional High School

Title of Program: Cooperative Vocational Education Program

Responsible Agent: James DeLuca

Grade Level: High School students

Number of Population to be Served: 30

Description of Population to be Served: 16 years old and older

Cost Per Student: $899

Federal Funds (Voc Ed): $16,195

Local Funds: $4,781

Summary of Project:

The Cooperative program is designed for students to gain a knowledge of job availability, to test their classroom skills against real life jobs, learn on-the-job skills, receive on the job counseling, and recognize the importance of their vocational technical course work as a basis upon which to build future job skills.

The operation of the Chariho Cooperative Education program is unique and is designed to meet the explicit needs of students residing in a rural areas. Vo-Tech students work in the classroom at academic levels and work at job stations located by the Coop Coodinator. The students perform both of these duties during the regular school day.

There is a need for the Chariho Vocational-Technical Facility to offer on-the-job training for students that will supplement classroom programs. This need is based on a philosophy of education that has recently promulgated and is also based on the basic psychology of learning concepts.

RI-7

Sponsoring Agency: Chariho Regional High School District

Title of Program: Pre-Vocational Training Program

Responsible Agent: Raymond J. Archibald

Grade Level: High School

Number of Population to be Served: 18

Description of Population to be Served: EMR Special Education Students

Cost Per Student: $795

Federal Funds (Voc Ed): $5,833

Local Funds: $8,488

Summary of Project:

The program is designed to teach mentally retarded students basic pre-vocational and vocational skills applicable to seeking, obtaining and continuing in competitive occupational situations. The program is divided into two basic components, class instruction and field trips, plus actual work

experience on jobs chosen by the instructor. The instructor responsible for this program teaches occupational and consumer skills in addition to obtaining suitable employment sites for the students.

The basic objectives of the program are:

. To provide the motivation for the students to stay in school beyond age 16.

. To develop in the students the necessary pre-vocational and vocational skills to prepare them for an independent and successful adult life.

. To provide successful experiences to the extent that the students self-esteem is maintained at a high level.

. To provide knowledge in the area of social skills, money handling, job demands and personal skills.

RI-8

Sponsoring Agency: Chariho Regional High School

Title of Program: Work Study Program

Responsible Agent: Atteleo L. Gizzarelli

Grade Level: 12

Number of Population to be Served: 13

Description of Population to be Served: At least 15 years old - Disadvantaged and/or handicapped.

Cost Per Student: $972

Federal Funds (Voc Ed): $9,672

Local Funds: $2,969

Summary of Project:

The program is designed to provide six hours per week of employment

during the school year and 40 hours per week during the summer. Further, this program is designed to provide vocational experiences and vocational successes for students who, in the past, have been unable to obtain this type of achievement. Chariho expects to provide these kinds of experiences for between 13 and 15 students during the 1974-75 school year. These students are all full time vocational education students between the ages of 15 and 21 in need of earning money as determined through counseling sessions and Welfare A.D.C. records.

Unfortunately, most students upon graduating from high school, have not had an opportunity to participate in realistic occupational experiences. They can only relate to their daily academic experiences which is far removed from the world of work. Work experience activities contributes to the self-esteem, sense of responsibility, and motivation of participating students.

In order to avoid unrealistic stituations and lack of experiences which handicap the student upon graduation, the Work Study Program seeks to provide the background experiences necessary to relate to the job world. Moreover, since the school supervises the Work Study Program, school personnel are available to assist and counsel the students while they are working, a service not generally available after the student graduates.

These needs of the students have become evident as reflected in the results of counseling sessions with students, plus the value accrued during the last years in which a Work Study Program has successfully met the needs of several students, by providing work experiences and providing these ADC students with needed funds. The project director and V.T. counselor are involved in counseling these students. The project

director's counseling program is an evaluation conference of the student's work effort which is always preceded by the project director's observation of the student on the job. A job rating form is used for all students. A copy of this form is on file with the Department of Vocational Education. Counseling sessions also revolve around the topic of continuing the students education. There is a high ratio between the low income student and the high school drop outs. The Work Study Program, particularly the counseling has proven successful in that no student in this program has dropped out of school.

RI-9

Sponsoring Agency: Coventry School Department

Title of Program: Distributive Education

Responsible Agent: John H. Ball

Grade Level: 10-12

Number of Population to be Served: 150

Description of Population to be Served: Vocational Education Students

Cost Per Student: $153.00

Federal Funds (Voc Ed): $4,628

Local Funds: $18,101

Summary of Project:

This is a cooperative program which prepares students for mid management positions, marketing, management, merchandising and service occupations. It involves on-the-job supervised work experience, classroom instruction and D.E.C.A. activities.

The major objective of the program is to provide a student with a sale-

able skill. This is accomplished by a combination of supervised work experience and classroom instruction.

Evaluation consists of periodic employer evaluations, student self evaluations, teacher evaluations, visitations, written test and the like.

1. The program is a cooperative vocational program, comprised of classroom instruction in D.E. theory, operation of D.E. school store, and supervised work situations, under the guidance and evaluation of faculty and employers.
2. As a result of the D.E. program, the business community has been offered a consistent supply of trained personnel to satisfy job openings in the distributive fields.
3. The accessability of the Midland & Warwick Shopping Malls, wth their combined total of 125 retail establishments, has enabled the D.E. Coordinator to place all D.E. students into work situations.

RI-10

Sponsoring Agency: Coventry School Department

Title of Program: Area Cooperative Education

Responsible Agent: Raymond E. Reilly, Jr.

Grade Level: Secondary

Number of Population to be Served: 120

Description of Population to be Served: Senior Vocational-Technical Facility Students

Cost Per Student: $175

Federal Funds (Voc Ed): $16,361

Local Funds: $4,641

Summary of Project:

This program serves senior students from eleven programs in the Coventry Voc-Tech Facility. Students are placed in work stations related to their area of study and evaluated periodically by the employer and the coop coordinator. Employer comments are brought to the attention of the instructor for possible curriculum revision. Students gain experience in the world of work and benefit from relative classroom curriculum. The coop coordinator holds coop seminars periodically to discuss job related information and problems.

RI-11

Sponsoring Agency: Cranston School Department

Title of Program: Providing Retarded with Opportunities for Job Experience through Coordinated Training

Responsible Agent: Annette C. Maynard

Grade Level: Junior and Senior High School

Number of Population to be Served: 27

Description of Population to be Served: Mentally Retarded Students - ages thirteen to twenty-one.

Cost Per Student: $2151

Federal Funds (Voc Ed): $24,465

Local Funds: $33,611

Summary of Project:

The purpose of this project is to provide opportunities to handicapped students to further develop their capabilities in vocational areas as well as academic and social skills. The project has rendered

strong support to teachers in developing a program which fosters independent adult living skills as well as the development of those skills basic to the world of work.

It is the intent of the project to prepare students for job opportunities, first in independent employment and second within the sheltered workshop setting. For those students who will be employed in a sheltered workshop setting careful planning with the personnel of the Cranston Chapter for Retarded Citizens will continue to take place. This exchange of information includes the base line data available in the simulated classroom experience to further provide training and/or to seek employment as the young adult is ready to undertake the challenge.

The project is in full operation at the Joseph L. Sanders School, an elementary school. Twenty-seven trainable mentally retarded are receiving support in academics as well as vocational areas with an opportunity for job training prior to their termination of school at age twenty-one.

In planning a program for this population the behavioral objective is to begin training at the base level of the student and build his program to the level at which he is capable of performing the task with some degree of independence.

RI-12

Sponsoring Agency: Cumberland School Department

Title of Program: Occupational Education for Educable Mentally Retarded Young Adults

Responsible Agent: Robert Pryhoda

Grade Level: High School

Number of Population to be Served: 39

Description of Population to be Served: Educable Retarded Secondary Students

Cost Per Student: $1,541

Federal Funds (Voc Ed): $22,671

Local Funds: $37,453

Summary of Project:

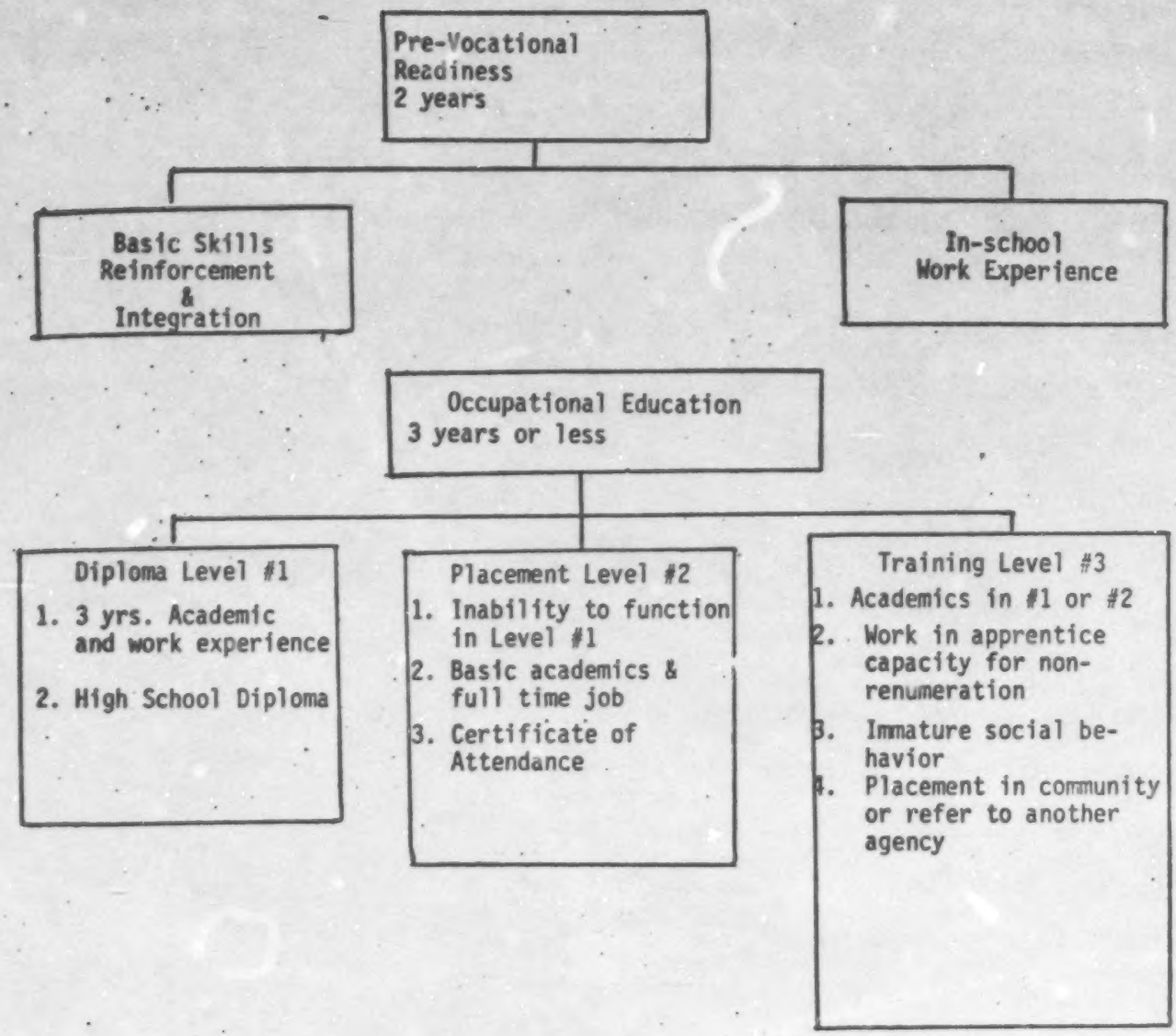
Presently the town of Cumberland is offering Educable Mentally Retarded Yound Adults the opportunity to acquire skills necessary to develop the whole person. Academic and vocational experiences are geared to meet the needs of the individual student. Emphasis is placed on developing saleable skills in the student rather than on employability. Needless to say all students will not have the ability to develop something saleable. For this group an unskilled work experience should meet their needs.

The primary aim of the program is twofold.

1. Academic competence on the part of each student to his fullest potential.
2. Vocational competence according to student ability.

The basic objectives of the program attempt to synthesize academic, vocational and social skills into a functioning, cohesive unit that will enable the individual student to perform closer to his potential and attain self-sufficiency in dealing with his personal needs and wants.

PROGRAM DIAGRAM



RI-13

Sponsoring Agency: Cumberland School Department

Title of Program: Culinary Arts

Responsible Agent: Laura Cipriano

Grade Level: 10-12

Number of Population to be Served: 100

Description of Population to be Served: Male and Female students between fifteen and eighteen years of age.

Cost Per Student: $214

Federal Funds (Voc Ed): $17,458

Local Funds: $4,000

Summary of Project:

The culinary Arts program for seniors focuses on students who have the interest and the aptitude for personal development and eventual proficiency in food services. The program operates on a double period basis five days per week. The interdisciplinary approach incorporating the areas of English, Science, Math and Social Science is employed in classroom instruction. In the area of English, terminology will be emphasized while the science part of the program stresses nutrition and food research. Food procurement and cost expenditures are explored in the math component. Social science provides a background of national and international, contemporary and traditional reference material. Food procurement, preparation, service and sanitation is an important part of the program's format. Guest speakers from different areas of the food industry are used as resources to give students specific knowledge relating to their areas of expertise. Field trips broaden the students' awareness of the food industry. On the job training supplements classroom instruction during the second semester.

Nongraded Culinary Arts is designed for students at the high school level who desire a basic knowledge of food. Students involved in this program meet one period every other day. The approach that is utilized emphasizes the interdisciplinary approach involving the areas of English, Science, Math and Social Science. Food procurement, preparation, service and sanitation is the featured section of the program with the students obtaining hands on experience through in class activities.

Culinary Arts for freshmen is oriented towards giving students a career awareness of the food industry. Freshmen in this program meet one period every other day for one semester. Occupational areas that are presented in the idea of developing career awareness are farming, processing, buying, wholesaling, retailing, advertising and transportation. Preparation and service for food is integrated into the total program.

RI-14

Sponsoring Agency: Department of Mental Health, Retardation and Hospitals-Division of Retardation

Title of Program: Training Through Placement

Responsible Agent: John Capobianco

Number of Population to be Served: 300

Description of Population to be Served: Handicapped Adults and Workers in R.I.

Cost per Student: $633

Federal Funds (Voc Ed): $95,865

Local Funds: $103,042

Summary of Project:

The Training Thru Placement Project has been in operation for the past

five years (1970-75) and is federally funded through the Rhode Island Department of Education, Vocational Division. The Project has been reviewed and evaluated by Federal and State investigators. Nationally, it has been recognized and published in A National Survey to Identify Outstanding Programs in Vocational Education for Handicapped and Disadvantaged Students.

The Program is for handicapped adults in the State of Rhode Island and advocates the normalization process in which every handicapped adult is given a chance to reach their fullest potential through outside placement in the community.

The clients, by demonstrating their work potential, have made a meaningful impact on the business community in the State of Rhode Island. This impact has enabled many more handicapped people to have the chance to work. Also, other social rehabilitative systems have recognized, through the efforts to Training Thru Placement, that job placement and community development are prerequisites in fulfilling the needs of this special population.

Functional Consequences:

(1) During fiscal 73-74, the Project placed 135 clients in meaningful job situations. This figure represents an earning power of $523,288.00 and a Federal and State tax contribution of $50,758.95.

(2) The budget for 73-74 was approximately $118,000.00 with an estimated per/capita cost of $879.00 for the 135 clients placed.

(3) The average age of our clients is approximately 24.6, with 60% male and 40% female.

(4) Their average hourly wage is approximately $1.90 per hour. (Note: Since that time, Federal and State Employment laws have increased the hourly minimum wage to $2.05 per hour).

(5) The majority of our clients were receiving some form of State and/or Federal assistance.

(6) Eighteen (18) percent of our work clients reside in group homes, or semi-independent apartments; and through a cooperative effort has helped 12 clients from Ladd School obtain community residence.

TRAINING THRU PLACEMENT....

Job Placement

Besides seeking employment for referred clients, TTP conducts prevocational training and evaluation. Placement is made only after critical evaluation by the staff and referring agency. Post-placement services include personal counseling, transportation instruction, job supervision (by employer's request) and case follow-up.

The Employer Reimbursement Program

Offers participating employers compensation for time expended while training and supervising the placements -- one half of the first 160 hours wages and one quarter of the following 160 hours. Reimbursed employers benefit a number of ways -- they can fill their manpower needs, be paid for training, and finally, give competent workers a place in the working community.

The Continued Socialization Program

It is a result of research that has indicated that successful job placements are more often a result of psycho-social factors rather than ineffective work skills. The project strongly believes in a continued socialization program which services the clients' needs after working hours.

A Hotline Answering Service

This allows messages, inquiries, and emergencies to be recieved during non-office hours. By leaving a phone number, the inquiring individual can receive an after business hours response to his or her problems.

RI-15

Sponsoring Agency: William M. Davies Vocational Technical Facility

Title of Program: (COVEP) A Cooperative Vocational Education Program

Responsible Agent: Louis A. Zangari

Grade Level: 11 and 12

Number of Population to be Served: 300

Description of Population to be Served: High School Students

Cost Per Student: $91

Federal Funds (Voc Ed): $16,464

Other Funds: $10,976

Summary of Project:

COVEP is a program which encourages students to obtain meaningful work experience in jobs in business and industry in lieu of their shop training. Thus, COVEP augments the vocational student's learning experience through on-the-job training at real jobs and through a schedule of work orientation classes at the school. As a result of these experiences, students will be better prepared to seek and maintain full-time, skilled jobs after graduation from high school.

The Co-op Program is conducted in the following occupational areas:

Air Conditioning Refrigeration and Heating	Distributive Education
Auto Body Repairs	Drafting (arch. & mech.)
Auto Mechanics	Electrical/Elec.-Mech.
Carpentry/Woodworking	Electronics
Commercial Art	Food Trades
Cosmetology	Health Occupations
Data Processing	Machine Shop
	Sheet Metal Fabrication
	Vocational Agriculture

Students who wish to participate in the work phase of the program must "qualify" through an application procedure involving the shop instructor, academic teachers, guidance counselor and the Co-op Coordinator. Qualified

students are permitted to be released from the shop portion of their school schedule to work at selected "work-training stations" which will enhance the student's potential for full-time employment in that general occupational area. The cooperating employer enters into a work-training agreement which specifies that the employer will:

1) accept the student as a part-time employee;
2) provide diversified on-the-job training and safety orientation;
3) pay the student a fair wage;
4) review and evaluate student's progress periodically;
5) permit school's representatives access to the student's work area for evaluation of student's progress.

All students involved in the program are provided with practical, work-oriented information concerning preparation for jobs, employment trends, types of job openings immediately available, how to apply and interview for jobs, requirements for entering and succeeding through a career ladder in various fields and other information on how to succeed at work.

Students participating in the work phase of the program learn what a "real" work environment is by actually working for pay in a real work situation. Because of the training aspect of the job and because of the cooperative effort between the employer and the school, students have the opportunity to "gradually" adjust to the demands of the work environment. Thus, appropriate work habits and a more "mature attitude" towards work and school are more likely to be developed.

RI-16

Sponsoring Agency: William M. Davies, Jr. Vocational-Technical School

Title of Program: Work Study

Responsible Agent: Norman A. Eichner

Grade Level: High School

Number of Population to be Served: 20

Description of Population to be Served: Disadvantaged students between the ages of fifteen and twenty-one.

Cost Per Student: $1,624

Federal Funds (Voc Ed): $22,272

Other Funds: $10,216

Summary of Project:

The purpose of the program is to provide financial assistance to secondary school students to enable them to continue in school and complete their high school education. The program is also intended to instruct these students in the value of a work experience, so they will want to improve upon their work abilities and their desire to become self-supporting members of the community.

The students selected for the program have not yet participated in a realistic work experience. It is doubtful that they would be able to do so with the present employment situation which exists in the area. It will be the aim of this program to duplicate as nearly as possible within the school environment, the kind of work experience they would be exposed to in business and industry if they were able to obtain similar work.

Although it is recognized that it will be difficult to simulate closely all those conditions one might face in business and industry, it will be possible to teach youngsters the rewards of production by paying them to fulfill in a satisfactory way the duties they are called upon to perform.

The wages payed is the minimum. The following job categories are available at the Davies School; Maintenance, Custodial, grounds, horti-

cultural skills, painting, waxing, care of gymnasium floors, crib boys, assistance in food service department, assistance in the office for filing, reproducing copies, collating, stuffing envelopes, and mailing routines.

The school matches, where possible, students desires and skills. Students are selected by using the family wage guidelines used in the free federal lunch programs, along with other judgements made concerning the students family background and the students need to be gainfully employed.

RI-17

Sponsoring Agency: East Greenwich School Department

Title of Program: Distributive Education

Responsible Agent: Robert J. McCarthy

Grade Level: High School

Number of Population to be Served: 55

Description of Population to be Served: Non-Academic, non-college and potential dropouts.

Cost Per Student: $297

Federal Funds (Voc Ed): $9,790

Local Funds: $6,556

Summary of Project:

The Distributive Education Program at East Greenwich High School is designed to give career training and guidance in the distributive occupations to the non-academic, non-college and potential dropout. These students have been identified through academic records, individual counseling by the guidance department and interviews with the

distributive education coordinator. The Distributive Education program is also designed to give career training and guidance which is not available in the regular classroom subjects and programs of East Greenwich High School. The main purpose of the program is to prepare these students for entry level employment. Awareness of the variety and diverse training requirements of specific distributive occupations is a secondary goal of the program.

The Distributive Education program at East Greenwich High School is designed to train students for careers in distributive occupations such as retailing, wholesaling and service trades. The program enrolls juniors and seniors. Seniors spend four hours per day in school and are released to work at a cooperating establishment for three hours per day, five days a week, for which they recieve the minimum wage. Juniors take one unit of D.E. and seniors take two units of D.E.

During the year there has been four guest speakers each representing one of the following areas of distribution: Insurance, Retail, Specialty Shop, Banking, Wholesaling, Display, Chain Discount, Food Distribution and Consumer Credit.

RI-18

Sponsoring Agency: East Providence School Department

Title of Program: Cooperative Program in Education (COPE)

Responsible Agent: Robert F. McGovern

Grade Level: 12

Number of Population to be Served: 120

Description of Population to be Served: Vocational-Technical High School Students

Cost Per Student: $122

Federal Funds (Voc Ed): $7,409

Local Funds: $7,280

Summary of Project:

The COPE program is a joining of forces by employer, student and the vocational school to fill an existing need for the growth and expansion of production entry level skills in the working community. Although part time during the school year, the COPE placement sets the employer-student-trainee and vocational school upon clearly defined and individually constructed performance track. The employer provides supervised, structured assignments which help his productivity. The student-trainee, prescreened for a specific assignment, brings his training and desire to perform to the job. The vocational school, through its instructors and the cooperative coordinator, provides continuous support for the productive outcome of this placement. The combined results of this total input into the COPE program produces a work force of young people oriented to occupational needs with realistic entry level skills.

Employers have become directly involved in the cooperative process through the formation of a Cooperation Advisory Committee. The members of this committee are employing our cooperative students and are assisting the program with student placement, type and quality of job stations, as well as personal student job adjustments.

The employers assisting the cooperative program agree that it enhances occupational preparation by involving students in the real world of work. They also believe that student achievement is accelerated when academic and employment environments are combined. The environmental experience in one supports and influences the experiences provided in the other.

COPE program has resulted in very positive acceptance by members of the industrial community and documents the practical viability of a broad program in career type education for the East Providence School System. The current cooperative program provides an operating vehicle immediately available with which to tie in specific programs and projects in career education.

RI-19

Sponsoring Agency: Foster-Glocester Regional School

Title of Program: Ponaganset Summer Work Study Program

Responsible Agent: Harlen Phillips

Grade Level: 10-12

Number of Population to be Served: 16

Description of Population to be Served: High school students, ranging in age from sixteen to twenty-one.

Cost Per Student: $542

Federal Funds (Voc Ed): $7,133

Local Funds: $1,544

Summary of Project:

The work study program is designed to provide full-time students with employment of forty (40) hours per week during the summer. The program provides vocational experiences to those students who in the past, have been unable to obtain them while enrolled as full-time students.

The students particpating in this work-study program, for the most part, will not have had an opportunity to become involved in any work experience program.

The work study program offers three (3) important aspects that are found in the "world of work" but are usually missing from a school environment.

1. Money as a means of regard for successful performance of work as opposed to grades that are used in a school setting.

2. The requirement of the employer that satisfactory performance is necessary in order to obtain the monies earned.

3. An attempt is made to duplicate work experiences taught in the schools in the various work areas assigned.

The variables that have the greatest impact on the ability of a student to successfully participate in the work study program is the attitude of the individual toward work, the pressures of the home and the socio-economic background of the area where the student lives.

RI-20

Sponsoring Agency: Johnston School Department

Title of Program: Distributive Education

Responsible Agent: George M. Rose

Grade Level: 11-12th

Number of Population to be Served: 91

Description of Population to be Served: High School Students

Cost Per Student: $147

Federal Funds (Voc Ed): $2747

Local Funds: $10,656

Summary of Project:

The Distributive Education program at Johnston High School is a

school supervised program through which the students receive training for careers in the distributive occupations such as retailing, wholesaling, and service trades. Each student goes to school for four to five hours per day, and is then released at 12:52 to work in a cooperating establishment for at least three hours per day, five days per week, for which he receives the minimum wage (in some cases the wage is higher).

The central purpose of the program is to prepare students for entry-level employment, or continued education in the field of marketing, upon graduation. The teacher combines related instruction with student employment experiences. The supervised work experience enables students to develop and refine occupational competencies, adjust to the employer environment, and advance in occupations they have a career objective in. On-the-job instruction is supervised by the employer, with the coordinator visiting the job station every two to three weeks.

Student selection procedures are as follows:

1. Junior DE classes.
2. Assemblies held to inform students of DE (this includes a slide series presentation prepared by previous DE students).
3. Personal interview of each interested student by DE Coordinator; guidance counselor may be consulted on selections.
4. Selection of students according to occupational goals, educational plans, and career objectives of student.

Johnston High School had a dropout rate of 6% in 1971-72. The dropout rate in DE was 0%. That year out of 271 graduating seniors, 135 went on to post-secondary education, and 62 are now working in totally unskilled jobs, indicating strongly that over 50% require vocational training. Only 9% of the senior class was in DE.

A follow-up survey of last year's program indicates that 21 of 29 students in DE have found employment in distributive occupations, with five more going on to post-secondary education. Of the 21, 14 are employed by the same firm.

RI-21

Sponsoring Agency: Johnston School Department

Title of Program: Bridge I and Bridge II High School

Responsible Agent: George M. Rose

Grade Level: 7-9

Number of Population to be Served: 40

Description of Population to be Served: Disadvantaged - fourteen to seventeen years of age.

Cost Per Student: $873

Federal Funds (Voc Ed): $23,832

Local Funds: $11,080

Summary of Project:

The purpose of the program is to provide those students who will more than likely to dropout of school before graduation because of a mental difficiency or cultural deprivation with a functional curriculum and part-time employment as an incentive. An understanding of the relationship between education and work experience is an objective of the program. Students attend school for part of the day to receive academic credit. The remainder of the day is spent on the job.

The program is geared to those students who show a consistent lack

of interest in school for academic work but show a potential for the vocational objectives, the students are economically deprived and must work or drop-out of school in order to meet financial responsibility of the family. The students are selected by the Guidance Department and the Coordinator based on the individual's student records, and personal interviews with the students and their parents.

RI-22

Sponsoring Agency: Lincoln School Department

Title of Program: Cooperative Office Occupations

Responsible Agent: Ronald A. Bianco

Grade Level: 11 and 12

Number of Population to be Served: 35

Description of Population to be Served: High School Business Students

Cost Per Student: $883

Federal Funds (Voc Ed): $15,394

Local Funds: $15,509

Summary of Project:

The main purpose of Project Co-op, Cooperative Office Occupations Program, is to provide a simulated, in-school experience and an on-the-job experience for students to gain more marketable business and office occupations skills upon graduation.

Program Objectives

1. To help students gain an improved knowledge of their tentative career objectives.

2. To simulate as nearly as possible the skill requirements and behavior expectations of an actual office environment.

3. To aid the student in obtaining desirable job placement.

The Apex Office Simulation Program takes the students through a series of job functions closely related to those they will be required to perform in actual business offices.

The teacher-coordinator supervises actual on-the-job experiences and takes the students into local business and industrial offices. Program students perform actual office occupation functions and are paid by the employer for their work.

RI-23

Sponsoring Agency: Middletown School Department

Title of Program: Cooperative Vocational Education

Responsible Agent: William D. Nagle

Grade Level: Secondary

Number of Population to be Served: 30

Description of Population to be Served: Thirteen Office Occupation Students and Seventeen Special Education Students.

Cost Per Student: $779

Federal Funds (Voc Ed): $4,905

Local Funds: $18,483

Summary of Project:

The program is designed to provide in-school vocational education and cooperative part-time employment for students preparing for entry jobs in the

labor market but lacking the initial experience of work, or having special educational handicaps, or needing such employment to continue vocational training. The two groups of students served by this program are cooperative office occupation students and special education students.

At the end of the student's senior year, the students in the office occupations part of the cooperative vocational education program have the skills and experience necessary to begin work in an office at or above the entry-job level; make decisions related to routine office type problems by a process of logical thinking rather than that of methodical memorizing; single out important facts, organize them in logical relationships, recognize issues and current developments, consider alternatives, and arrive at sound business decisions.

At the end of the school year, the students in the special education part of the cooperative vocational education program assigned to job experience stations have skills and experience necessary to begin work at a job commensurate with the abilities and limitations of the student.

The major procedual techniques used is cooperative part-time job stations combined with relevant classroom work.

The program is evaluated by the head of the Business Education Department and the program coordinator using information obtained by student evaluation forms on a regular basis during the school year, teacher evaluations of students during the year, and by interviews with participants during the year.

RI-24

Sponsoring Agency: Narragansett School Department

Title of Program: South County Regional Work Study Program

Responsible Agent: John W. O'Brien

Grade Level: Junior and Senior High School

Number of Population to be Served: 30

Description of Population to be Served: Potential Dropouts and dropouts between fourteen and twenty years old.

Cost Per Student: $801

Federal Funds (Voc Ed): $21,592

Local Funds: $2,450

Summary of Project:

The vocational education program is a work-study project and has three interrelated components: (1) an instructional component; (2) a cooperative field work-job experience and placement component, and a (3) counseling component (Narragansett School Department LEA commitment 5-7 hours week - school counselor services)

The instructional component has interrelated aspects:

A career education program to help develop career awareness and related skills. This is an individualized program of instruction in formal, basic task related skills in a) communication-language arts, b) computation-arithmetic-mathematics-both on a very functional level. This aspect of the program as well as the (2) tutorial program is functionally oriented based on the specific, practical needs, abilities and motivations of each student. This tutorial program also represents the Narragansett School Department's LEA Commitment: 3-4 hours week-school teacher services.

The Science of Creative Intelligence (SCI) Educational curriculum and Program SCI is an innovative, educational discipline and a knowledge of proven effectiveness for eliminating weakness in

individuals by systematically developing their full mental potential. SCI studies the nature, origin, range and development of creative intelligence. The SCI program will maximize individual energy, intelligence and creativity. The primary purpose of the SCI program is to enrich individual life by providing a practical and theoretical program for expanding individual creative potential. SCI developes maturity, motivation and learning ability among students. By accelerating personal growth, SCI will address the long standing and deep discontent of (junior) high school students which today takes expression in drug abuse, antagonism, and lack of goals. The value of the SCI curriculum will appear in terms of improved human (social) relations, personality integration and better academic performance. Such growth should be measurable in the most advantaged as well as disadvantaged students by parents, teachers, administrators and the students themselves.

RI-25

Sponsoring Agency: Newport School Department

Title of Program: Cooperative Education Occupational Experience Program

Responsible Agent: Russell O. Milham

Grade Level: High School

Number of Population to be Served: 60

Description of Population to be Served: Retarded and Low Ability Youth

Cost Per Student: $718

Federal Funds (Voc Ed): $2,141

Local Funds: $6,475

Summary of Project:

The objectives of the Cooperative Work Experience Program are:

1. To provide the retarded with a work experience designed to enhance his emotional maturity, develop an acceptable level of confidence in his abilities, assist him in the social maturation process and facilitate his eventual entry into the labor force as a productive citizen.
2. To provide for the retarded adolescent the opportunity to enhance his self concept and feeling of worth and dignity through individual and group counseling and the occupational experience.
3. To increase the retention rate of the school by providing a meaningful program for the students as measured by the change in dropout rate for those retarded involved in the program.
4. To continue to provide input to the Director/Special Education regarding the value and relevance of the work experience for the retarded while continually participating in restructing the existing curriculum around (a) the work experience(s) provided and (b) future satisfactory occupational adjustment.
5. To develop within each student a pride in his particular work situation and job tasks performed to the best of his ability as measured by teacher-coordinator evaluation and observations of students involved in the program.

RI-26

Sponsoring Agency: Newport School Department

Title of Program: Distributive Education

Responsible Agent: Russell Milham

Grade Level: 11 and 12

Number of Population to be Served: 45

Description of Population to be Served: High School Students

Cost Per Student: $289

Federal Funds (Voc Ed): $2,646

Local Funds: $10,389

Summary of Project:

The Distributive Education Program, going into its Fifth year at Rogers High School, is a school supervised program of instruction which prepares students for gainful employment in the broad occupational field of marketing or distribution. As a vocational program, Distributive Education offers instruction in marketing, merchandising, and related distributive skills.

The curriculum content is based on four major competency areas necessary for success in the marketing field: Social competencies; Basic competencies (Math and Communications); Product or Service Technology; and Marketing competencies (Economics, Management, Market Research, Merchandising, Operations, Sales Promotion, and Selling).

Each student goes to school for three hours per day, and is then released at 10:50 a.m. to train and work in a cooperating establishment for at least three hours per day, five days per week, for which no less than the minimum wage is received. All senior students are required to participate in cooperative work experience for a minimum of 15 hours per week, for which school credit is received. Juniors receive "in class" instruction only, however, many are receiving advance training at a job

station before entering their Senior Year.

The Distributive Education teacher combines related classroom instruction with student employment experiences. With the cooperative work experience, the student is able to develop and refine his occupational competencies, adjust to the employee environment, and advance his chosen occupation. On-the-job instruction is supervised by the employer and the teacher-coordinator.

RI-27

Sponsoring Agency: North Kingstown School Department

Title of Program: Distributive Education

Responsible Agent: Clementina M. Syrett

Project Dates: July 1974 to June 1975

Grade Level: 11 and 12

Number of Population to be Served: 60

Description of Population to be Served: High school students

Cost Per Student: $493

Federal Funds: $24,317

Local Funds: $5,252

Summary of Project:

The distributive education program at North Kingstown High School is a cooperative work supervised program in which students receive training for careers in the retailing, wholesaling and service trades. The students attend school for part of the day, the first class periods, 7:30 - 10:40. They are released to work in a cooperating establishment

for a minimum of 15 hours per week, for which they receive the minimum wage. Various methods of teaching are used. The teacher coordinates the classroom instruction with on-the-job employment.

The primary purpose of this program is to prepare students for entry-level employment. The supervised work experience enables students to develop and refine occupational competencies, adjust to an employer-ee environment, and advance in occupations of their choice. On-the-job instruction is supervised by the employer.

The students are selected from those currently enrolled in the Distributive Education program plus any students who have indicated an interest in the distributive occupations. The students are interviewed by the D.E. Coordinator and a Guidance counselor.

Every effort has been made to involve the community in the D. E. program. The cooperative portion of the program has been well received by business establishments.

RI-28

Sponsoring Agency: North Kingstown School Department

Title of Program: Work Study

Responsible Agent: John E. McGinn

Grade Level: High School

Number of Population to be Served: 20

Description of Population to be Served: Economically Disadvantaged - ages fifteen to twenty-one - Vocational Education Students

Cost Per Student: $193

Federal Funds (Voc Ed): $3,170

Local Funds: $694

Summary of Project:

The purpose of the program is to provide employment for economically disadvantaged vocational students between 15 and 21 years old who are in need of supplemental earnings to enable them to continue their vocational and educational programs. The program enables the students to gain work experience in a real situation for which they will be compensated. It is intended that this program will assist students in learning such job responsibilities as punctuality, dependability, and acceptable work habits, thereby leading to an improved self-image and increased motivation to continue their education.

The twenty students selected to participate in this program are paid $2.05 per hour for twenty hours each month, from February through June.

Determination of eligibility for this program is based on family income guidelines as established by the Department of Health, Education, and Welfare for free or reduced price lunches, and enrollment in a vocational program. Given parental approval, final selection of students for the program is made by the Project Director in conjunction with recommendations from high school counselors.

As a result of this program:

1. Students in the program will have gained a realistic work experience in custodial, clerical, or recreational job stations.

2. Students will have earned enough money to enable them to continue in their regular academic and vocational program.

3. Students will be able to demonstrate an increased awareness of acceptable work attitudes and habits as evidenced by the supervisors' evaluation check lists.

RI-29

Sponsoring Agency: North Providence School Department

Title of Program. Distributive Education Program

Responsible Agent: Anthony C. Pisano, Principal

Project Dates: July 1974 to June 1975

Grade Level: 11 and 12

Number of Population to be Served: 50

Description of Population to be Served: High school students

Cost Per Student: $584

Federal Funds (Voc. Ed.): $29,232.81

Summary of Project:

The Distributive Education program is designed to combine on-the-job experience and study for students interested in merchandising, marketing and service operations. Its primary purpose is to equip the participants with the essential skills necessary for employment in a wide range of distributive occupations. Students attend class in the morning including instruction in distributive education, and report to job stations at various local companies in the afternoon. Students are paid the legal minimum wage for their on-the-job training.

The major objectives are (1) to increase knowledne and skills required in the field of distribution, (2) to apply principles learned in school to their job experience, (3) to develop good work habits, and (4) to

place students in permanent distributive occupations at the completion of the program.

Employers, in cooperation with program coordinator, will make an assessment of student performance on the job through rating scales and progress reports. Coordinator will evaluate in-school portion through teacher-devised tests. Follow-up questionnaires from graduates will help determine how program benefited them.

RI-30

Sponsoring Agency: North Smithfield School Department

Title of Program: PROS Practical and Related Office Simulation

Responsible Agent: E. Larry Tedeschi

Grade Level: High School

Number of Population to be served: 40

Description of Population to be served: High school students

Cost per Student: $503

Federal Funds (Voc Ed): $20,157

Summary of Project:

The Practical and Related Office Simulation (PROS) program has two distinct features. In essence it is a two part program affording the students the maximum opportunity to gain knowledges and experiences in office occupations.

Office Simulation is the first part of the program. The program makes extensive use of a full scale office simulation which allows students to perform a variety of office jobs based on their ability and on the task mastered in the classroom and is considered one of the most effective ways to train

students for office jobs. It gives realism to classroom activities and provides a setting in which things just happen where valuable lessons in human relations, work habits, supervision, and skill development are learned.

There are 10 departments in the office simulation program: billing, payroll, accounting, mailing, machines, production typing, records, recordkeeping, and sales. Each department has specific assignments from which students may choose. Most of the work in each area is designed for 20 hours of class time.

The teacher functions as the office manager. Students are the assistant office managers, supervisiors, assistant supervisor, and clerks within each department. The program provides the setting for situations similar to actual working conditions.

RI-31

Sponsoring Agency: Pawtucket School Department

Title of Program: Diversified Occupations Program

Responsible Agent: Edward P. Sherlock

Grade Level: 12th grade

Number of Population to be Served: 30

Description of Population to be Served: Senior High School Students

Cost Per Student: $888

Federal Funds (Voc. Ed): $23,663

Local Funds: $3,000

Summary of Project:

The Pawtucket Program is designed to provide diverse vocational opportunities for senior students who are interested in obtaining cooperative work experiences while studying the basics of some vocationally oriented course. The project affords the participant an opportunity to relate, expand or refine his school learnings with on-

the-job training in health, industrial, artisitc, and homemaking occupations. The main objectives are (1) allow these students to gain meaningful work experience in their field of major interest, adjusting their school schedules to correspond with their work needs, and the opportunity to earn money (2) provide the incentive for these students to remain in school until graduation and (3) assume a full time career upon graduation or higher education. Lowering the drop-out rate is a goal of the program. By humanizing the in and out of school portions of the program, a smaller drop-out rate is the goal.

Students attend classes in the morning and then go to their work-experience stations in the afternoon. Students are paid legal minimum wage for their work, and receive grades and credits toward a diploma for their job training.

Employers, in cooperation with program coordinator, make an assessment of student performance on-the-job through rating scales and progress reports. Teachers evaluate the in-school portion. Follow-up questionnaires from graduates help determine how the program benefited them.

RI-32

Sponsoring Agency: Pawtucket School Department

Title of Program: Pre-Vocational Program for Handicapped Children

Responsible Agent: G. Raymond Varone

Grade Level: 10-12

Number of Population to be Served: 51

Description of Population to be Served: Educable and Learning Problem Students

Cost Per Student: $1,221

Federal Funds (Voc Ed): $15,656

Summary of Project:

The purpose of this project is to meet the academic and pre-vocational needs of educable students. The students involved in the program are between 15 and 21 years of age and are functioning at an academic level significantly below average.

The major objectives of the pre-vocational program are:

a. To provide a meaningful academic experience geared to individual needs and potential.

b. To provide supervised work experience in work stations secured for them by project personnel.

For these work experiences the students are paid by the employers who also play a significant role in supervision.

The following evaluation techniques are used:

a. Metropolitan Achievement Tests

b. Subjective Tests for Vocational Information

c. Drop-out Statistics

d. Employer progress reports

e. Teacher Evaluations

f. Parent Conferences

The program has a dual focus: (1) to provide a specially-devised curriculum for the educable handicapped student that will offer him educational and vocational support and (2) to assist the special student obtain work experience commensurate with his interest and ability thereby preventing his dropping out of school.

The program provides academic as well as occupational experience over a period of three years. The first year consists of a full day in school with vocational-oriented courses. The second year provides a half-day of academic training and a half-day of on-the-job training. The third year involves full-time work experience: (1) with the exception of a course in English, which is necessary for the students to meet credit requirements for a high school diploma. Because of individual differences among these students the program allows for some flexibility within this general format. In some cases it is desirable for a first year student to be exposed to work experience. Also, it is necessary to limit the work experience for a third year student to just a few hours.

RI-33

Sponsoring Agency: Pawtucket School Department

Title of Program: Tolman Office Occupations

Responsible Agent: G. Raymond Varone

Grade Level: 11 and 12

Number of Population to be Served: 90

Description of Population to be Served: Non-College Bound Students

Cost Per Student: $298

Federal Funds (Voc Ed): $21,429

Local Funds: $5,480

Summary of Project:

The Office Occupations II Program is designed to provide the non-college bound senior student with a meaningful work-experience program combined with an in-school educational program that will enable him

to learn marketable skills in office occupations. Office Occupations I is designed to prepare the non-college bound junior student with the skills necessary to enable him or her to begin the office experience, (Office Occupations II) during the summer of the junior year or the beginning of the senior year. Various basic business skills are integrated by means of the office simulation curriculum. Office Occupations II allows realistic application of these skills through job placement in surrounding business offices by the coordinator. A knowledge of various skills is a "saleable" asset for today's graduating high school business student. Approximately 30 senior business students and 60 junior business students are selected on the basis of their school record, occupational interests, attitudes and abilities. Office Occupations I students (juniors) are scheduled for one period a day, five days a week. Four of the classes are devoted to normal classroom procedure--the fifth is devoted to seminars, speakers or demonstrations. Office Occupations II students (seniors) are taught common office subjects in school and released the last two periods of the day to apply these skills in a business, industrial or professional office. The senior participants work under the guidance and training of a school coordinator in cooperation with an employer who helps supervise the student's on-the-job office experience. Senior students work approximately three hours a day. To develop occupational competence, students are taught basic office skills including filing, business language arts, shorthand, bookkeeping, clerical procedures, advanced typewriting, varied office machines, key-punching, switchboard operations, and fluid, mimeograph and offset reprographics. While the Office Occupations pro-

ject does not exclude students who are planning to enter college, preference is given to non-college bound pupils for admittance into the program. The program is flexible to allow for individualized instruction.

RI-34

Sponsoring Agency: Pawtucket School Department

Title of Program: Tolman Distributive Education

Responsible Agent: G. Raymond Varone

Grade Level: 11 and 12

Number of Population to be Served: 55

Description of Population to be Served: Students interested in Merchandising, Marketing, and Service Operations.

Cost Per Student: $238

Federal Funds (Voc Ed): $11,135

Local Funds: $1,967

Summary of Project:

The Distributive Education program is designed to combine work and study for those students interested in merchandising, marketing and service operations. Its primary function is to equip the participants with the competencies required for employment in a wide range of distributive occupations. The program provides opportunities to foster creative talent through a variety of classroom activities, on-the-job training, operation of a school store and club activities. Students attend class in the morning including instruction in distributive education, and then go to

their job stations at various local companies in the afternoon. Students are paid the legal minimum wage for their work, and receive grades and credit toward a diploma for their on-the-job training.

The major objectives are (1) to increase knowledge and skills required in the field of distribution (2) to apply principles learned in school to their job experience (3) to develop good work habits and (4) to place students in permanent distributive occupations at completion of program.

Employers, in cooperation with program coordinator, make an assessment of student performance on-the-job through rating scales and progress reports. The Coordinator evaluates the in-school portion through teacher-devised tests. Follow-up questionnaires from graduates helps to determine how the program benefited them.

RI-35

Sponsoring Agency: Pawtucket School Department

Title of Program: West Cooperative Office Occupations

Responsible Agent: Raymond Varone

Grade Level: 11-12

Number of Population to be Served: 60

Description of Population to be Served: High School Business Students

Cost Per Student: $342

Federal Funds (Voc Ed): $14,774

Local Funds: $5,788

Summary of Project:

The purpose of the project is to give senior business students on-

the-job training combined with in-school educational instruction. The student's morning schedule includes a course in letter writing, filing, advanced typewriting, shorthand, bookkeeping, keypunching, telephone procedures, and office etiquette. The student is released from school early and placed in part-time office training stations in the afternoon. They are paid by the employer starting at the legal minimum wage. Academic credit toward their diploma is allowed, based on the employer's rating of the workers. The teacher-coordinator makes periodic visits to the stations to determine student's progress and to discover from the office supervisor ways in which the school can be of aid to the employer and the student. The program emphasizes individualized instruction that allows each student to complete learning tasks at own rate and according to the needs of the office in which he or she is working. The major objective of the program is to equip students with the common office experiences, skills, and concepts that will enable them to hold an office position. Juniors in the program receive simulated office practice in clerical procedures and office machines operations.

RI-36

Sponsoring Agency: Pawtucket School Department

Title of Program: West Distributive Education

Responsible Agent: G. Raymond Varone

Grade Level: 11 & 12

Number of Population To Be Served: 40

Description of Population To Be Served: High School business students

Cost Per Student: $295

Federal Funds (Voc Ed) $7,969

Local Funds: $3,846

Summary of Project:

The Distributive Education program is designed to combine work and study for those students interested in merchandising, marketing and service operations. Its primary function is to equip the participants with the competencies required for employment in a wide range of distributive occupations. The program provides many opportunities to foster creative talent through a variety of classroom activities, on-the-job training, operation of a school store and club activities. Students attend class in the morning including instruction in distributive education, and then go to their job stations at various local companies in the afternoon. Students are paid the legal minimum wage for their work, and receive grades and credit toward a diploma for their on-the-job training. Junior students interested in a career in merchandising are offered a course in D.E. These participants are not released early from school, however, should an employment opportunity arise, especially at Christmas time, they are offered a chance to work after school.

The major objectives are (1) to increase knowledge and skills required in the field of distribution (2) to apply principles learned in school to their job experience (3) to develop good work habits and (4) to place students in permanent distributive occupations at completion of program.

Employers, in cooperation with program coordinator, make an assessment of student performance on-the-job through rating scales and progress reports. The coordinator evaluates in-school portion through teacher-devised tests. Follow-up questionnaires from graduates help determine how program benefited them.

RI-37

Sponsoring Agency: Ponaganset High School

Title of Program: Ponaganset Action Learning Program

Responsible Agent: Harlon R. Phillips

Grade Level: 10-12

Number of Population to be Served: 51

Description of Population to be Served: Business, Business Agriculture, Auto Mech. Science and Health Students

Cost Per Student: $57

Federal Funds (Voc Ed): $2,350

Local Funds: $576

Summary of Project:

At Ponaganset High School the Work-Experience Program is an elective course. The primary purpose of the program is to provide students the opportunity to gain practical work experience while still in school. This is a cooperative work course and employment under the supervision of the program coordinator. The Work-experience Program consists of four major areas; business, industrial arts, agriculture and auto mechanics. Participants attend classes each morning from 8:15 a.m. through the lunch period. After lunch students are released to work at their cooperating stations. Their on-the-job training takes place between 1:00 pm and 5:00 pm five days per week. Every student receives at least the minimum wage.

PROGRAM OBJECTIVES

The coordinator will locate job stations by contacting potential employers, making them aware of the cooperative work-study program and inviting them to join this venture.

Participants will be identified and selected by the program coordinator after consultation with teachers, employers and students on the basis of interest, achievement, aptitude, career goals, personality, health factors, and vocational maturity.

A training program for each student participant will be developed through the cooperative effort of the coordinator and employer which will be based on the job tasks that the student performs.

The coordinator will continue to improve the efficiency and effectiveness of the program by meetings with students and teachers.

An integral part of this program will be designed to assist the economically, socially and educationally disadvantaged students.

RI-38

Sponsoring Agency: Ponaganset Regional High School

Title Of Program: Work Study Program

Responsible Agent: Dr. George E. Greene

Grade Level: High School

Number of Population to be Served: 20

Description of Population to be Served: Economically disadvantaged students ages fifteen to twenty-one.

Cost Per Student: $252

Federal Funds (Voc Ed): $4,156

Local Funds: $900

Summary of Project:

The Foster-Glocester Regional School Dsitrcit has developed a

Work Study Program to accomodate economically disadvantaged students of the Ponaganset High School. The selection of students is determined from the Federal Lunch Program student roster, school records, attendance records (indicating frequent absenteeism).

The program is designed to provide full-time students with employment of fifteen (15) hours per week during the school year at a pay rate of $2.05 per hour. This program provides vocational experiences to those students who in the past, have been unable to obtain them while enrolled as full-time students.

The students participating in this work study program, for the most part, have not had an opportunity to become involved in any work experience program.

The work study program offers three important aspects that are found in the "world of work" but are usually missing from a school environmnet:

1. Money as a means of regard for successful performance of work as opposed to grades that are used in a school setting.

2. The requirement of the employer that satisfactory performance is necessary in order to obtain the monies earned.

The variables that seem to have the greatest impact on the ability of a student to successfully participate in the work study program is the attitude of the individual toward work, the pressure of the home and socio-economic background of the area where the student lives.

A file has been developed by the program director which includes materials relating to the student's vocational interest, job attitude and any other information relevant to the student and his successful or unsuccessful participation in the program.

RI-39

Sponsoring Agency: Portsmouth School Department

Title of Program: Work Experience Program

The Program is divided into three categories:

A. Cooperative - Training Program- Designed for students who wish to further develop skills gained at the high school in a work program.

B. Work-Study Program- Designed for students who for a variety of reasons (academic, environmental, social) plan to drop out of the school.

C. Work-Experience Program- Designed for those students whose vocational interests are not available within the school program and would benefit from "on the job education" to supplement their school program."

RI-40

Sponsoring Agency: Providence School Department

Title of Program: Cooperative Vocational Education

Responsible Agent: Elisha C. Moniz

Grade Level: 10-12

Number of Population to be Served: 225

Description of Population to be Served: High School students attending Hope, Central and Mt. Pleasant High Schools

Cost Per Student: $118

Federal Funds (Voc Ed): $17,236

Local Funds: $9,482

Summary of Project:

The Providence School Department operates three high schools to meet the vocational needs of the city's youth. Mt. Pleasant and Hope High Schools are large comprehensive schools offering vocational training in business and home economics. Central High School, which is a Title I school, has a Business Education Department, Home Economics and an area vocational school offering instruction in eighteen vocational areas. There are 1800 students enrolled in vocational programs in these schools.

The purpose of the program is to provide on-the-job training for students who qualify under the guidelines of the Cooperative Vocational Education Program.

The Cooperative Vocational Education Program is divided into three sections: business education, distributive education, and 17 other trade and industry subjects taught at the vocational technical facility.

Following student selection, parental consent is received through consent forms to inform the parents of the student's goals and responsibilities. The Coordinator will then develop appropriate job stations for the selected students before September. Before a student commences work, the employer, student, system-wide coordinator, school administrator, D.E. or B.E. coordinator, and parent will sign a training memorandum which lists the responsibilities of each party.

The overall organization of the program is as follows:

1. Students attend academic subject classes each day (according to his needs and interests.)
2. Students are released from school after the third or fourth period to participate in a cooperative work experience for a minimum of 15 hours per week.
3. The appropriate coordinator makes regular visits to the work stations

in order to monitor the student's success on the job.

4. The employer submits monthly attendance and evaluation reports on his student workers.

Concurrent with the cooperative work experience, the students receive related classroom instruction. Classroom teaching procedures include lecture, discussion, guest speakers, field trips, audio visual presentations, individual and group projects.

A procedure for continous monitoring of the program is available. On a monthly basis, a Project Activity Report is made, with the intention of providing continuous documentation of project activities, including major deviations from the planned program, recommendations for evaluation, and problems encountered. These monthly reports are submitted to the Manpower Administrator. Quarterly reports are also submitted including a copy to the Bureau of State Grant Programs.

RI-41

Sponsoring Agency: Providence School Department

Title of Program: Distributive Education

Responsible Agent: Elisha C. Moniz

Grade Level: 10-12

Number of Population to be Served: 180

Description of Population to be Served: High School Students at Hope, Central, and Mount Pleasant High Schools.

Cost Per Student: $240

Federal Funds (Voc Ed): $17,148

Local Funds: $26,108

Summary of Project:

The Distributive Education Program at these three high schools is a supervised program in which sophomore, junior and senior students receive training for careers in the distributive occupations such as retailing, wholesaling, and service trades. This program is a proven drop-out deterrent as evidenced by the fact that many students presently enrolled had little interest and performed poorly in a purely academic program and now have favorable attendance and academic records. Each senior and selected juniors attend four classroom periods each day and then are released to work in a cooperating establishment for at least 15 hours per week. The students are paid (by the employer) at least the minimum wage as specified by the U.S. Department of Labor.

The purpose of the program is to prepare students, through classroom instruction for entry-level employment. The teacher combines related instruction with student on-the-job experiences. The supervised work experience enables the students to develop and refine occupational competencies, adjust to the employer's environment and advance in occupations of their choice. The on-the-job training is supervised by the employer.

Student selection procedures are as follows:

1. Assemblies with small groups, using slide and taped presentation, to inform students of DE program.
2. Student surveys to determine which students are interested in the program.
3. Personal interviews with each interested student by the DE

Coordinator and the guidance counselor.

4. Selection of students according to occupational goals, educational plans, and career objectives of the students.

A follow-up survey of previous year's graduates and employers is conducted each November to determine the success of the program and to receive suggestions from students and employers relative to curriculum improvement and revision.

RI-42

Sponsoring Agency: Providence School Department

Title of Program: The Junior Placement Program

Responsible Agent: Robert G. Brooks

Summary of Project:

This program provides the use of the Providence School Department Placement Service on a part-time basis for young people between the ages of 16 through 21, who may not otherwise be eligible for one of the School Department's Job-Oriented Programs (such as Cooperative Vocational Education), may secure job information, advice, and assistance.

RI-43

Sponsoring Agency: Scituate School Department

Title of Program: Cooperative Work Experience

Responsible Agent: Wayne Salesbury

Grade Level: 12th grade

Number of Population to be Served: 40

Description of Population to be Served: High School Students

Cost Per Student: $558

Federal Funds: $22,321

Local Funds: 0

Program Description:

The purpose of the project is to provide an elective cooperative work experience program for the students of Scituate High School. The major goals of the project are twofold:

(1) To provide on the job work experience for students who do not plan to attend college and who are not being adequately served by the present school curriculum.

(2) To provide both related and auxiliary classroom activities necessary to all areas of endeavor such as: (a) job awareness and employment opportunities, (b) employee-employer relations including employee organizations, etc., (c) Consumer law and credit, (d) Income Tax Preparation, (e) Budgeting and Financial planning, (f) Savings and Checking Accounts.

By judiciously combining these two areas students will be acquiring the necessary job entry skills as well as a fundamental knowledge of how to handle their own financial and career responsibilities in our own very complex society. For the cooperative work experience program students will be able to explore various fields of work and will be able to participate in at least two areas of employment. By providing a pattern

of job station flexibility, combined with coordinator visitations and employer evaluation, each student gains a better knowledge of the responsibilities and skills necessary for success in various occupational fields. This flexible pattern provides each student with a much greater chance of selecting and preparing for an occupation which will provide personal satisfaction.

At present the major thrust of vocational training at Scituate Jr.-Sr. High School (grades 7-12; total population 827) is in the fields of agriculture, home economics and business. Since thirty-six percent of all graduating students do not plan on attaining training beyond the high school level, there is a definite need to offer additional occupational training and cooperative work experiences for students interested in such areas as automobile repair and painting, food trades, electrical trades, cosmetology, meat cutting, floriculture, printing, carpentry, jewelry and die industries, well drilling, heating, and plumbing.

By combining these two variables--school and work experiences--students are given one additional tool to learn about the world of work as well as providing meaningful experiences for those who find the present curriculum lacking as far as their own personal goals and needs are concerned. Students benefit by having real jobs under actual working conditions, a factor which stimulates their overall attitude toward school and increase their achievements in their regular classroom acitivities. Participation in the program helps to insure a successful transition from school to work, thus diminishing the proportion of those who become dependent on society. A side benefit, but no less important, is the development of a very positive school-community relationship.

RI-44

Sponsoring Agency: Smithfield School Department

Title of Program: Cooperative Program

Responsible Agent: Alan Tortolani

Grade Level: 11 and 12th grades

Number of Population to be Served: 60

Description of Population to be Served: 11th and 12th grades

Cost Per Student: $545

Federal Funds (Voc. Ed): $28,145

Local Funds: $4,600

Summary of Project:

The high school cooperative work study program is a project in which a student is enrolled in three or four school classes per day and spends the equivalent of two or more periods per day in a work situation related to his in-school program. The students enrolled in the program are supervised by the employer and the school program director coordinator. The students receive up to two units of credit for work experience. A program of this type is designed primarily to be of assistance to vocationally oriented students taking courses in industrial arts, business, and home economics areas.

The Cooperative Education program is an elective in the Smithfield High School. Its purpose is to provide terminal students the opportunity to gain experience while still under the supervision of the school. Attitudes, habits, personality, character traits, practical application of skills and manual training will be developed by means of this program.

OBJECTIVES: FOR THE STUDENTS

1. To provide an opportunity for students to put into practice what has been learned in schools, while they are still under the guidance of a teacher, coordinator, and an employer.
2. To provide an opportunity for the students to develop new skills and techniques and to gain knowledge and understanding that are not available (possible to obtain) in the classroom.
3. To help the students to bridge the gap between school work and employment.
4. To learn how to get along with an adult group.
5. To allow students to earn while they learn.

OBJECTIVES: FOR THE SCHOOL

1. To correlate school instruction with job requirements, thus making school work more meaningful.
2. To bring the faculty into direct contact with business people and current business practices.
3. To develop a more mature student for when school work takes on new and more significant meaning.
4. To use the community as a laboratory in providing broader training opportunities than the school offers.
5. To allow students who wish to work an opportunity to do so without upsetting a balance between school and work.

OBJECITVES: FOR BUSINESS

1. To offer business an opportunity to assist in the education of future employees.

2. To provide a pool of experienced, potential employees.
3. To bring a college trained coordinator into the employment situation.
4. To give students an understanding of the world of work and their place in it.
5. To offer business an opportunity to evaluate the effectiveness of school training.

RI-45

Sponsoring Agency: Smithfield School Department

Title of Program: Distributive Education

Responsible Agent: Donald Vauthinee

Project Dates: July 1, 1974 to June 30, 1975

Grade Level: 11 and 12th grades

Number of Population to be Served: 45

Description of Population to be Served: Potential Dropouts

Cost Per Student: $773

Federal Funds: $30,203

Local Funds: $4600

Summary of Project:

The distributive education program at Smithfield High School is a cooperative work supervised program in which the students receive training for careers in the retailing, wholesaling and service trades. The students attend school for part of a day, the first four hours, 8 a.m. to 12 noon. They then are released to work in a cooperating establishment for 3 hours per day, 5 days per week, for which they receive the minimum wage. Various methods of teaching are used. The teacher coordinates the classroom instruction with on-the-job employment.

The primary purpose of this program is to prepare students for entry level

employment. The supervised work experience enables students to develop and refine occupational competencies, adjust to an employer-ee environment, and advance in occupations of their choice. On-the-job instruction is supervised by the employer.

The students are selected from those Juniors and Seniors initially enrolled in the Retailing class and other Juniors or Seniors who have demonstrated an interest in distributive occupations. The students are interviewed by the D.E. Coordinator and the Guidance Counselor.

Based on statistics received by the Smithfield High School Guidance Department over 40% of the students do not go on to college. In 1970, 28% of the graduating class entered the work force, in 1971, 30.38% and in 1972, 35% of the students were in the labor market.

These figures indicate an increasing trend in the employment areas. The basic question yet remains how well prepared are these individuals to enter the world of work and make their lives rewarding and satisfying, or to deal constructively with psychological tensions, or to make intelligent use of natural resources, or to work with peoples of the world for human betterment, or to strengthen the moral fabric of society. Distributive education in the seventies is preparing students for entry, adjustment, and advancement in a wide range of occupations.

RI-46

Sponsoring Agency: South Kingstown School Department

Title of Program: Cooperative Distributive Education

Responsible Agent: John D. Harvey

Grade Level: 11 and 12

Number of Population to be Served: 55

Description of Population to be Served: Potential Dropouts

Cost Per Student: $182

Federal Funds (Voc Ed): $4,734

Local Funds: $5,300

Summary of Project:

The Cooperative Distributive Education Program at South Kingstown High School is a supervised program thru which students receive training for careers in the distributive occupations such as retailing, wholesaling, and service trades. The central purpose of the program is to prepare students for entry level employment. A program goal is to discourage students from dropping out of school.

The program has three parts. The first part is the cooperative senior level course. Students who participate in the course attend school in the morning and work in a cooperating business establishment in the afternoon where the students are able to develop and refine occupational competencies, adjust to the employer environment, and advance in the occupation of their choice. The work experience is correlated to classroom activity. The second phase of the program is the junior level class called Retail Selling. This course is a feeder course for the distributive education program by providing exposure in the field of distribution to junior year students. The third phase of the Distributive Education program established a school store that is used as a learning laboratory for students in the D.E. program. Teaching techniques in the classroom include lectures, discussion, guest speakers, field trips, audio-visual presentations, individual and group projects, role playing, debates, and brainstorming.

RI-47

Sponsoring Agency: South Kingstown School Department

Title of Program: Work Study Program

Responsible Agent: John Harvey

Grade Level: High School

Number of Population to be Served: 15

Description of Population to be Served: Disadvantaged Vocational Education Students - ages fifteen to twenty-one.

Cost Per Student: $364

Federal Funds (Voc Ed): $4,488

Local Funds: $984

Summary of Project:

This program is designed to meet the following student needs:

1. To allow financially disadvantaged high school vocational students to remain in school through the provision of needed employment.
2. To provide a realistic work experience for those students who would usually be under or unemployed were they to leave high school prior to graduation.
3. To provide opportunities for students to learn acceptable work habits under the assistance and counsel of supportive supervisors.
4. To raise the self-esteem of youths for whom success is not a frequent occurrence.

Criteria for student selection to the program (ADC or free-reduced lunch program, age 15-21, full time vocational student in Industrial Arts, Home Economics, Distributive Education) is used by the project director, in consultation with the counselors and Assistant Principal of the High Schools, to select student participants.

As a result of successful work experience, students will be able to:

1. Gain in self-esteem as evidenced by the Student Performance checklist.
2. Supplement income which will enable them to continue in their academic and vocational programs.
3. Gain a practical understanding of a realistic work experience including an understanding of responsible work habits.

RI-48

Sponsoring Agency: South Kingstown

Title of Program: "Kodachrome" Alternative School Project

Responsible Agent: Neil Smith and Arthur Campbell

Grade Level: 8-12

Number of Population to be Served: 25

Description of Population to be Served: Dropouts and potential Dropout - ages fourteen to eighteen

Cost Per Student: $1,307

Federal Funds (Voc Ed) $18,830

Local Funds $13,844

Summary of Project:

A significant number of youth in the South Kingstown community are not benefiting themselves or society because of multiple problems related to circumstances such as truancy, disruptive school behavior, family conflicts, drug abuse, and legal trouble. For one reason or another, many adolescents cannot or will not cope with situations normally present in "institutions" of our society.

As a result, these youth find themselves in troubled situations which affect their interpersonal awareness as well as their relationships with peers, family, authority and the community.

Kodachrome, designed on the premise that a program functioning outside the physical confines of the high school is one way of reaching financially and academically disadvantaged students who are dropouts; potential dropouts; or whose interests lie in attending an alternative school aimed at vocational learning.

Admittance to Kodachrome requires that a student observe the program for five (5) consecutive days while meeting the staff and students, in order to gain an understanding of the requirements for enrollment. The student next meets with his or her guidance counselor at the high school or if a dropout with the director of Sympatico and is presented to a Screening - Advisory Committee consisting of school department personnel, Kodachrome personnel, Sympatico staff, community representatives, and parents for acceptance into the program.

Upon acceptance, all students are required to be tested for proficiency in reading through the Croft In-Service Reading Program; in written communication through a sample essay; in spelling through the Dolch list of commonly used words; and in grammar through teacher-constructed worksheets. In mathematics, proficiency tests are administered in operation with whole numbers, fractions, decimals, percents, volume, area, and rudementary algebra.

After diagnostic evaluations are compiled, programs are prescribed for the students. In addition to academics, all students participate daily in vocational activities which include: occupational slides, vocational field trips, career projects, filing applications, interview skills, job observation and employment and craft workshops. Kodachrome students operate their own general store where they learn to understand and apply many business skills, including consumer education.

Finally, all Kodachrome students participate in personal-social activities each week. Aimed at improving one's behavior, self-awareness, sense of responsibility and ability to relate with others, these activities include values clarification, sensitivity exercises, power labs, group projects, individual counselling and community meetings.

RI-49

Sponsoring Agency: Tiverton School Department

Title of Program: Cooperative Office Education

Responsible Agent: Robert A.Poniatowski

Grade Level: Secondary

Summary of Project:

Cooperative Office Education at Tiverton High School is a work-study program for senior students who are sixteen years of age, who have sufficient business courses to be employable in an office, who can supply transportation, and who meet the requirements of the principal, the guidance director, and the chairman of the business department. Students receive part-time employment through on-the-job training in the Tiverton-Fall River area and part-time vocational instruction in the school. A business teacher is the coordinator for this program.

Three classes are given at the high school: (1) Typing -- students with varying abilities are allowed to work at their own level and in areas of individual interest, such as medical, legal, executive, statistical, and general office typing; (2) Business English and Communications -- vocabulary, grammar, punctuation, effective writing of various types of business communications, as well as effective listening, reading and speaking habits are developed; and (3) Office Practice Lab -- individualized study related to the student's work experience in the afternoon explores and developes such areas as filing, key-punching, accounting, stenography, operation of office machines, civil service training, and payroll. Each student works in the areas in which he is particularly interested and needs additional training and development. The individual student progresses at a rate established specifically for him. Each decides at the

beginning of the year, with the help of the coordinator, his goals for achievement. They are reviewed periodically and adjusted when necessary. The work situation is used as a "school laboratory" where occupational competencies are developed. Classroom instruction is correlated to the activities of the training job, the student's occupational goal, and his individual needs. Supervised on-the-job training for a minimum of fifteen hours per week is offered so that students will graduate well adjusted to the business world with the requisite skills, attitudes, and knowledge for successful employment.

The program is designed to provide the skills, attitudes, and psychological relationships necessary for success in office occupations and to relate this knowledge to actual work experience through job training and supervision, so that their proficiency will come closer to the level expected by employers. It gives specialized training to students who would not have an opportunity to further their education after high school in order that they will have better and more varied job opportunities upon graduation. It also helps retain those students who might have to leave school before graduation for financial reasons or for dissatisfaction with a more structured, less relevant academic program.

Periodic evaluations are made through visits, consultation with students and employers, and the use of evaluation forms which are filled out by employers and coordinator. Follow-up studies are made after graduation. A true evaluation of the program is found in the satisfaction of the employers and the job satisfaction and occupational growth enjoyed by the students involved.

RI-50

Sponsoring Agency: Warren School Department

Title of Program: Work Study for Experience

Responsible Agent: Dennis R. Lima

Grade Level: 10 to 12

Number of Population to be Served: 10

Description of Population to be Served: Disadvantaged and potential drop-outs

Cost Per Student: $1,209

Federal Funds (Voc Ed): $9,457

Local Funds: $2,637

Summary of Project:

This program is designed to provide work opportunities in the public and educational agencies in the Town of Warren for both male and female students 15 years or older who have already enrolled in an approved vocational program and whose family financial condition makes it difficult if not impossible for them to remain in school.

The Program Director selects the students for the program based on six criteria. Students work 25 hours per month during the school year and 26 hours per week for 10 weeks during the summer vacation period. The ten students selectedearn $2.00 per hour. The Work Study Program is organized around the following three areas where feasible:

1. Building Maintenance: emphasis is placed on repairing and maintaining school facilities. The daily program includes cleaning and waxing floors, cleaning and replacing ceramic tile, cleaning and replacing broken windows, cleaning and refinishing classroom furniture, repairing school furniture and other similar assignments.

2. Ground Keeping: most of this work is done in the warmer months. Jobs include servicing grounds, cutting grass, trim and landscape the grounds surrounding the buildings.

3. Office clerks: Students type letters and other reports appropriate for students. They answer the phone and perform other office duties as needed.

Student Selection Criteria

1. The student must come from an economically disadvantaged family.
2. The student must be an economically disadvantaged child or handicapped and through being interviewed by the Program Director, convince him that the money is needed to help meet his financial needs.
3. The student must be enrolled in the Voc.-Tech. program.
4. The student must be at least 15 years old and less than 21 years old.
5. The student must show initiative, interest and willingness to work in this program.
6. The student must be passing his academic course work.

RI-51

Sponsoring Agency: Warwick School Department

Title of Program: Retail Merchandising/Marketing

Responsible Agent: John J. Gunson, Jr.

Grade Level: 10-12

Number of Population to be Served: 72

Description of Population to be Served: Students attending a Vocational-Technical Education Facility ages fifteen to nineteen

Cost Per Student: $268

Federal Funds (Voc Ed): $11,734

Local Funds: $7.706

Summary of Project:

The purpose of the project is to educate and train high school students in Retail Merchandising/Marketing. These students also receive cooperative training skills at a work station. Upon graduation the students will have attained marketable skills in distribution which will enable them to enter a full time position or a post-secondary institution for further education.

The new program is geared towards fulfilling the needs of students for attaining their vocational objectives. It also assists business in acquiring trained personnel in the areas of retailing, merchandising and marketing. Those students interested in a post-secondary education are better prepared to enter a retailing management program at local industries.

The retail merchandising and marketing program at the Warwick Area Vocational-Technical Facility is a cooperative vocational education program. In the senior year, class meets two hours daily, five days a week during the first semester and the second semester seniors are released at noon for practical work experience in a supervised position under the guidance and evaluation of the instructor and the employer. The junior class meets 2 hours a day, five days per week. During this time students receive instruction in advertising, selling, merchandising, personnel, stock control and display.

The sophomore class meets 1 hour a day, five days per week. Students receive orientation in career education in retailing and marketing. They will also receive instruction in personality development, mathematics in distribution, communications, basic organization of retailing and marketing and basic selling.

A draft committee consisting of business leaders and employers has been established to guide and enable students to gain more knowledge and understanding of todays business methods and procedures.

RI-52

Sponsoring Agency: West Warwick School Department

Title of Program: Provide

Responsible Agent: Dominic DiOrio

Grade Level: 10-12

Number of Population to be Served: 50

Description of Population to be Served: The high school is a Title I eligible school with 60 AFDC students.

Cost Per Student: $452

Federal Funds (Voc Ed): $22,637

Local Funds: 0

Summary of Project:

The cooperative program proposed here involves work experiences along with appropriate academic experiences. Pupils who are involved in the program have academic programs consistant with skills needed in the work experience position. The coordinator of the program is responsible, insuring that correlation does exist between job slots filled and school programs being followed.

The first month of work experience program involves teaching skills relative to job hunting and includes the following:

(1) looking for positions,
(2) inquiring for positions,
(3) making application,
(4) interview procedures,
(5) starting the job.

Additionally, each pupil involved in the program is brought through a vocational appraisal process to include at the minimum, the Strong Vocational Interest Inventory or the Minnesota Vocational Interest Inventory, the Kuder Preference Record Form C, and review of past testing which includes the D.A.T.

Placement of pupils is made with the assistance of the Coordinator in cases where pupils encounter difficulties fringing their own. Pupil's self placements require approval of the Coordinator to insure that such experiences will be meaningful and in line with pupil needs.

Work experiences and academic experiences rotate on a one week off type schedule. Operations are along the lines of a school within a school program. There are cases where individualized programs are necessary.

The program itself is geared to the development of vocational skills as well as related skills as taught in the school. The Cooperative effort of the program coordinator, employers, teachers involved with the participants' counselors is looked upon as the means by which program objectives will be met.

Program Objectives:

1. Upon completion of the first month of the program, participants will demonstrate the ability to seek, apply for, and gain employment as determined by actual task performance.

2. Upon completion of the first month of the program, participants will develop skills relative to interview taking as determined through role play evaluation.

3. Pupils will improve attendance through participation in the program using attendance data as criteria.

4. Pupils will improve classroom achievement through participation in the program as determined by actual grades achieved as compared to past achievement.

5. Upon completion of the program, pupils will develop vocational skills as determined by employer and coordinator evaluations.

RI-53

Sponsoring Agency: West Warwick School Department

Title of Program: Work Study

Responsible Agent: Donald Gainey

Grade Level: High school

Number of Population to be Served: 20

Description of Population to be Served: Economically disadvantaged students between the ages of fifteen and twenty.

Cost Per Student: $295

Federal Funds (Voc Ed): $4,831

Local Funds: $1,080

Summary of Project:

The purpose of the program is to provide financial assistance to twenty economically disadvantaged high school students to enable them to commence or continue their vocational education program and complete high school. Through the work experience, students will not only have the opportunity of learning useful vocational skills, but also gain job experience which will assist them in focusing upon realistic educational and vocational goals.

The students who participate in the program are not currently engaged in any federally or locally funded cooperative education work-study program. Selection is based primarily in accordance with the State of Rhode Island Income Poverty Guidelines, Fiscal, 1975. However, judgments concerning the student's family background and need to be gainfully employed will be considered.

Students, once selected, work eighteen hours per month at a rate of $2.50 per hour. Job assignments to public, non-profit agencies are made,

where possible on the basis of each individual's stated vocational and educational goal and aptitude for a particular type of work. A variety of job assignments with the school department, police department, public library, etc., provide a wide basis of instruction which teach students the rewards of production by paying them to fulfill in a satisfactory manner the duties they are called upon to perform.

In a time of grave economic trouble, the chances for a student to gain a meaningful job experience which will enhance both his educational and vocational goals is very slim. By participating in a work study program the students will (1) as wage earners develop an appreciation and respect for work; (2) find previously unopened doors are opened for them and (3) hopefully be able to apply skills learned in actual job conditions to classroom work.

Program evaluation is the responsiblity of the program director. Reports from two sources, teachers, and job site supervisors, are submitted to the program director on a monthly basis. Teacher evaluations include work habits, attitudes, and academic achievement. Job site supervisor reports contain a description of the work activity and the quality of performance.

Program Objectives

1. Economically disadvantaged high school students will have the opportunity of learning useful vocational skills on real jobs under actual working conditions as determined by employer and program director evaluations.
2. Students involved in the work-study program will commence or continue their vocational education program as indicated by the selection of courses which will enable the individual to meet his/her vocational goals.

3. Students in the program will improve attendance through participation in the program using attendance data as the criteria.
4. Students will improve classroom achievement through participation in the program as determined by actual grades achieved as compared to past achievement.

RI-54

Sponsoring Agency: Westerly School Department

Title of Program: Occupational Training, Placement & Guidance

Responsible Agent: Patrick J. Casey

Grade Level: High School

Number of Population to be Served: 18

Description of Population to be Served: Educable, Mentally Handicapped - ages fourteen to twenty-one

Cost Per Student: $958

Federal Funds (Voc Ed): $10,349

Local Funds: $6,899

Summary of Project:

The major thrust of the program is the implementation of a total service approach encompassing sequentially organized classroom learning experiences and correlated on-the-job training at various work stations within the school and the surrounding community.

This includes both school and community work station placements that are measurable interdependant with diversified job exploratory Learning Units.

The program is developed around a job training structure that provides the students with the opportunity to participate in work experiences in the

school plant and the local community. The school plant and the community are dependant on many types of services and thus provide a variety of opportunities for employment.

Each phase is implemented as a developmental learning experience instilled with the same elements that constitute effective teaching in the academic areas of study, to insure the educational value of the program.

The program should not be thought of as a means of solving classroom discipline problems, getting rid of low achievers or supplementing school and community need for help. It is an educationally oriented vocational program directed toward providing the students with needed curricular experiences that are realistically congruous to their level and rate of intellectual growth and directly applicable into adulthood.

Upon completion of the program the educable handicapped students will have reached a level of participation in job station training to achieve a satisfactory rating in at least one station placement as measured by the performance rating forms.

RI-55

Sponsoring Agency: Woonsocket Education Department

Title Of Program: CETA Youth Work Experience Program

Responsible Agent: James F. Davey

Number of Population to be Served: 245

Description of Population to be Served: Economically Disadvantaged, Unemployed and Underemployed.

Summary of Project:

The Woonsocket CETA Youth Work Experience Program sponsored by the

Woonsocket Education Department, is funded through the United States Department of Labor.

The Comprehensive Employment Training Act of 1973 (CETA), Title I, provides for a comprehensive manpower services program for economically disadvantaged, unemployed, and underemployed persons. Included in this category are programs for youth.

From 1965 to 1974, the Woonsocket Education Department sponsored youth work experience programs, called the Neighborhood Youth Corps, under the old Economic Opportunity Act of 1964. When CETA became law in 1974, the Neighborhood Youth Corps (N.Y.C.) became CETA Youth.

Two programs operate in Woonsocket - an In-school program; September to June, (enrollees must be attending school), and a Summer program (for students, graduates or dropouts).

Enrollees must be 14-21 and come from low income families. (Poverty guidelines are established by the U.S. Department of Labor). They must be Woonsocket residents. (Cumberland, Lincoln, North Smithfield and most other Rhode Island communities have their own programs or are serviced by a larger program).

Enrollees work as clerical aides, custodial aides, maintenance aides, teacher aides, library aides, laboratory aides, conservation aides, health service aides, carpenter trainees, etc.

Job stations exist within the Woonsocket School Department, city municipal departments, non-profit community agencies, recreation and park facilities, military recruiting stations, health facilities, the Woonsocket Housing Authority, and other public or non-profit organizations.

Whenever possible enrollees are placed in a job site which offers

them some experience or training which coincides with their vocational goals.

Enrollees work 10 hours weekly during the In-school program, and 30 hours weekly during the summer program, at $2.10 an hour. Currently, there are 65 enrollees in the In-school program and 180 enrollees in the Summer program.

Because of the work experience and wages earned, the enrollees are more apt to stay in school, raise their self-esteem through job success, and improve their standing within the home through personal earnings.

RI-56

Sponsoring Agency: Woonsocket Education Department

Title of Program: Operation: VITAL (Distribution on Industrial Co-operative)

Responsible Agent: Leo L. Rainville

Grade Level: 11 and 12

Number of Population to be Served: 165

Description of Population to be Served: Vocational Potential Dropouts

Cost Per Student: $264

Federal Funds (Voc Ed): $8,947

Local Funds: $34,772

Summary of Project:

The Distributive and Industrial Co-Operative program is designed to train each student as an individual according to his interests, abilities, and needs; to present the fundamental principles and practices of vocational training that should be understood by those who wish to enter a skilled or semi-skilled vocation; to offer supervision

and guidance for student training in an industrial occupation; to combine instruction with related student job experiences; and to develop and refine student occupational competencies. This maintains an appropriate enrollment of 60 high school seniors in the Distributive Education (40 students) and Industrial Co-Operative (25 students) activities and 100 junior year students in the Distributive Education phase.

a) Industrial Co-Operative Program (Senior Year)

Each student participant in the Industrial Co-Operative program activities attends school for four hours per day and participates in a special mathematics course titled "Practical Mathematics" as part of their academic program. This course was designed specifically to deal with the practical application of mathematical concepts to industrial occupations.

Students are released from school at 12:00 noon to participate in a cooperative work experience for approximately 20 hours per week. This work experience is monitored on a semi-monthly basis by the teacher-coordinator.

Every effort is made to relate classroom work to the job site experience. The Students are paid at least the minimum wage and receive one credit toward school graduation for their work experience at no cost to the project.

b) Distributive Education I (Junior Year)

The junior program is designed to serve as a foundation for the established senior program. Students gain a better foothold in the world of work by gaining additional skills through the junior program.

Junior students attend school for the complete school day and are

enrolled in the Distributive Education Program for one class period per day. The students receive their on-site training in the school store.

The availability of the school store as a training site for students in the junior program enables the juniors to begin on the bottom of the career retailing ladder by serving as trainees in the store. (The seniors experience the managerial aspects of retailing by supervising the junior store workers).

The classroom focus in the junior year is on the basic principles of retailing, with special emphasis placed on the mathematics of distribution.

During the final two months of program operation junior DE students participate in a series of visits to job stations. The jobs are posted and all junior DE students have an opportunity to bid on jobs in which they are interested. This approach provides students with a more realistic chance of being placed in a job station in which they have a high interest level, thus increasing the probability of a successful and satisfying experience during their senior year as DE students.

c) Distributive Education II (Senior Year)

In the senior year program students participate in two periods of Distributive Education per day in addition to their required courses. The two period schedule was instituted to combine theory and practice in systematic application. The theory section focuses upon the development of concepts in the ways in which the business world operates. It emphasizes topics such as application, interview, resume, merchandising methods, business manners and ethics, mathe-

matics of distribution, and a number of other areas which are critical to success in a distributive occupation.

The project section emphasizes the practical application of those theoretical constructs through group projects which deal with actual or simulated problems. In the project section, therefore, the emphasis is upon the principle of learning through doing, and it serves as a motivator for the theory section. The students are released from school at 12:00 noon to participate in a cooperative work experience for approximately 20 hours per week. This work experience is monitored semi-monthly by the teacher-coordinator. Every effort is made to relate classroom work to the job site experience. The students are paid at least the minimum wage and receive one credit toward school graduation for their work experience.

In addition to their classroom study and on-site work experience, seniors advance up the career ladder and function as supervisors and managers for junior DE student trainees in the school store. Thus, the seniors gain insight into the business operations from an employers perspective.

SECTION II

COOPERATIVE WORK EXPERIENCE PROGRAMS

IN

OTHER STATES

AL-1

Sponsoring Agency: State of Alabama
Department of Education
Division of Vocational Education and Community Colleges
State Office Building
Montgomery, Alabama 36104

Title of Program: Cooperative Agreement with Vocational Education, Vocational Rehabilitation and Crippled Children, and the Program for Exceptional Children and Youth

Program Director: Mr. T.L. Faulkner, State Director
Vocational Education and Community Colleges

Description of Program:

Although this is not a program per se, it does document the cooperative effort by three branches of Alabama's state government to coordinate educational programs for the handicapped. The major functions of each agency are:

Division of Vocational Rehabilitation and Crippled Children:

Identification and Location
Evaluation and Counseling
Remediation

Vocational Education:

Provide school-based and on-the-job training
Provide instructional equipment and supplies to public school systems
Determine enrollees' attainment of vocational competencies
Determine reasons for discontinuing and individual's training
Refer individuals for additional processing and/or placement when their training is completed and/or terminated

Exceptional Children and Youth

Identify and screen all exceptional children
Cooperate with personnel in other two agencies in the preparation of pupil-clients for employment

AR-1

Sponsoring Agency: Division of Vocational, Technical, and Adult Education
Arkansas Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

Title of Program: Coordinated Career Education for the Handicapped

Program Director: Mr. Raymond F. Faucette, Supervisor
Disadvantaged and Handicapped Programs

Description of Program:

The Coordinated Career Education (C.C.E.) is a cooperative vocational program involving the local district, the Vocational Division of the Department of Education, and the business and industries of the local community. The local school furnishes the facilities, the counseling services for identifying and selecting the students for the program, and the coordinator for the instruction and supervision of the vocationally reimbursed C.C.E. students. The Arkansas Rehabilitation Service supplies a part-time or a full-time vocational counselor, provides physical and psychological examinations and in some instances, purchases training for the most severely handicapped students. The local business people co-operate by furnishing the laboratories for on-the-job training stations.

The purpose of the C.C.E. program is to "bridge the gap" between school and employment for those studnets who are so physically or mentally handicapped, socially deprived, or in such economic straights as to prohibit them from furthering their formal education beyond the high school.

Class size for the C.C.E. program is limited to 15 students permitting the coordinator time for individual conseling. All students are assigned to an academic "core" type program each morning and to regular classes such as Home Economics, Industrial Arts, P.E, Art, or on-campus work experience in the afternoon.

As soon as studnets are ready for an on-the-job training assignment and training situations are available, the afternoon classes are dropped and a work assignment is made.

When the 16 year old or older student is deemed able and a job is available, assignment is made to full-time employment.

Further description of the Program in a grade book developed by the state Department's Vocational Education Division include sugggestions for facilities, curriculum, school-business agreements, and so forth.

CA-1

Sponsoring Agency: Kern High School District
2000 24th Street
Bakersfield, California 93301

Title of Program: A Program for the Handicapped

Program Director: Mr. Jack L. Scheutz, Director, General Services (Special Education)

Grade Levels: Freshman through Senior year

Description of population served: Training is provided to junior and senior PH, EMR and EH students. Sophomore and freshman PH, EMR, and EH are exposed to pretraining experiences at their home school and the Career Training Center.

Number of Population to be Served: During First two years

EMR - 245	Visually - 22	Aurally - 35
EH - 90	Orthopedically - 7	Adults - 45

Description of the Program:

The purpose of the program is to develop salable skills in handicapped high school students and adults. The essence of the program is transporting handicapped high school students from their home school for a part of each day to a special facility (Career Training Center) where they receive training in specific job skills. An adult division operates during late afternoons and evenings at the same facility.

The Career Training Center's basic areas of instruction come from a community survey of job availability and characteristics.

The CTC's staff is composed of a core special education staff; the majority is acquired through having home school staff come with their students to the Center.

CA-2

Sponsoring Agency: Starr King Exceptional School
San Juan Unified School District
4848 Carmichael, California 95608

Title of Program: Work-Study Program

Program Director: Mr. James Dickson

Population to be Served: Handicapped students, grades 7-12.

Description of Program:

Seventh and eighth grade students are introduced to the world of work, job exploration, and the beginnings of work habits and attitudes are formed. The Work-Study Coordinator works individually with the teacher in helping to develop curriculum in these areas.

Work study develops at the high school level in two phases. In Phase I (freshman, sophomore level) the student remains on campus or in district for actual on-the-job training (one to two hours daily) closely supervised by the Work-Study Coordinator, teacher or other appropriate school staff. All students in the Program are offered classes in related instruction in the development of job readiness skills.

In Phase II (junior and senior level) the students are offered the opportunity to work off campus in the community from two to four hours daily. Job station are selected by the teacher and the Work Study Coordinator in accordance with each students' interests, abilities, and prior training. Transportation is provided at no cost to the student to and from the job station.

Much community support is necessary. An Advisory Committee, consisting of interested members of the business community who have an interest in the welfare of these particular students, and who are willing to open the doors of their business to assist in job development and future employment, are an integral part of this program's success.

CA-3

Sponsoring Agency: Fullerton Union High School District
Fullerton, California 92631

Title of Program: Project Worker

Program Director: Walter F. Tetzlaff, Director of Exceptional Pupil Services

Description of Population Served: All categories of high school aged special education students in the district's eight high schools.

Description of Program:

The specific objectives for the program's enrollees are the development of:

1. Skills and attitudes for personal and social competence.
2. Skills and attitudes for vocational competence.
3. Emotional security and the ability to function independently.
4. Understanding of the roles of members of the family and the skills necessary for successful family living.
5. Being a contributing member of the community.
6. Skills for continued promotion and advancement of physical fitness and dexterity as well as recreational and leisure time activities.
7. Ability to apply the skills learned in basic school subjects to the local community.
8. Ability to locate, apply for and hold a job.
9. Knowledge of community resources available for further educational and vocational training.

The program is in four phases. The freshman phase is vocational orientation; sophomore phase, vocationa exploration; junior phase, vocational guidance; senior phase, vocationa laboratory.

Work experience begins as early as the sophomore year. Credit toward graduation is awarded for this experience. The parent materials elaborate on this. they also devote prohibited occupations for minors under age 18, and for minors ages 14 and 15.

Other materials from Fullerton include a Teacher's Manual for a course in Career Decision making for Special Education in which several instructional strategies are described as well as legislation guidelines that pertain to work experience. And a Career Placement Aide Procedure Manual is also available. Its contents are a "how to" approach to coordinating a work experience program for special education students.

CA-4

Sponsoring Agency: Los Angeles City Unified School District
Special Education Division-Occupational
Education for the Handicapped
Box 3307
450 North Grand Avenue
Los Angeles, California 90051

Title of Program: Occupational Education for the Handicapped

Programs Coordinator: Mr. M.E. Hoy

Program Descriptions:

Title	Population Served
1. On-campus pre-vocational training	14-18 year old TMRs
2. On-campus home management	14-18 year old TMRs
3. On-campus work training	14-18 year old TMRs
4. Off-campus work training	16-18 year olds
5. Extended occupational services	All eligible seniors counselled about State Department of Rehabilitation services
6. Occupational Education Counseling	12th grade orthopedically handicapped

CA-5

Sponsoring Agency: Buena High School
Ventura Unified School District
120 East Santa Clara Street
Ventura, California 93001

Title of Program: Special Education Work Study Program for EMR High School Students

Program Director: Mr. George "Gene" Thanos

Description of Population Served: EMR High School Students

Description of Program:

All Special education (EMR) students are given an opportunity to participate in both on- and off-campus work experience programs before finishing high school. On-campus job stations include assistantships in the gym, library, health office, attendance office, classrooms, maintenance program, and cafeteria. The work-experience coordinator supervises the entrie project. Stress for on-campus work is laid on service to the school and preparation for off-campus employment.

Off-campus employment is classified as general work-experience. Minimum wages are paid and the students receive school credit in accordance with the California state law.

Students are encouraged to stay on one job as long as possible. They become more productive as they become more experienced. It is important to learn if they can hold a job, and staying on one job is a more realistic experience.

Each on- and off-campus job station must have an established program of supervision, and a level of duty and performance commesnurate with the student's interests and abilities. The coordinator of special education work experience makes contacts, lovates jobs, arranges interviews and takes care of all necessary details prior to job placement.

Students on both on-campus and off-campus jobs are visited once per week. Evaluations aremade four times per year; the first and third are oral between the employer and the coordinator with the student invluded in the third phase.

The toal special education program is structured so that students will meet the minimum requirements for graduation. The school has adopted an open door policy for its EMR graduates; it is available to assist any graduate and has been worthy in this endeavor because of the pior relationships established.

CO-1

Sponsoring Agency: East Grand School District No. 2
Box 125
Granby, Colorado 80446

Title of Program: Special Needs Co-op G Program

Program Director: Mr. R. Curt DeBey
Middle Park Junior-Senior High School

Description of Population to be Served: Academic non-achievers and potential dropouts ages 14 years to 18 years

Description of Program:

The program's general objective is to train academic non-achievers and potential dropout to be better equipped to enter the labor force through a combination of varied discipline courses and on-the-job employment experiences. The needs for such a program were:

1. Annual dropout rate of 6.2%
2. Socio economic environment precluded college opportunities
3. Community business needed trained young men and women in trades
4. School enrollment and district financial resources precluded a variety of vocational offerings necessary to meet the student and community needs.

Students are selected for the program from teacher, counselor, and administrative recommendations. The program is a one-year program which requires students to participate for one hour in class activities per day. The minimum amount of lab hours is two hours per day, extending to a maximum of three hours per day for each student. Two days per week are used to utilize the individual instruction as outlined in each student's training plan.

The one-hour class activities focus on orienting the student to getting a job, keeping a job, personal financial management, and personal

fulfillment. Individual training plans include auto mechanics; ski slope and shop operations; ranching; assistance to printers, dentists, doctors, clerks, lumberyards, bakers, electricians, plumbers, etc.; retailing; etc.

Students are under the guidance of a regular certified counselor, as well as the teacher/coordinator of the program. Additional guidance comes from the employer.

CO-2

Sponsoring Agency: Mesa County Valley School District No. 51
Lowell Building
7th and Grand
Grand Junction, Colorado 81501

Title Of Project: Project R-5 High School: An Occupational Work Experience Program for Disadvantaged Secondary Youth, School Dropouts and Potential Dropouts

Program Director: Mr. Joseph A. Roscue, Principal

Grade Level: 9-12

Population Served: High school dropouts, or potential dropouts who desire to fulfill high school graduation requirements

Description of Project:

The title R-5 stands for:

1. Readiness to learn and work
2. Relevancy of that to be learned
3. Reinforcement of desired behavior
4. Responsibility to one's self and others
5. Respect for law, order, and authority as well as for themselves and their peers

The project is a joint venture between Mesa County Valley School District No. 51, its Chambers of Commerce, Colorado Education Department, the State Board for Community Colleges and Occupational Education, Title I-ESEA, and the local community of employers.

Project R-5's curriculum is based on five core areas: communications, math, science, social studies, and business, plus a program in remedial and developmental reading. Instruction is individualized so that each student may progress at his/her own rate. Thus, a student may enroll in the school at any time during the year without disrupting classroom routine or being penalized by the traditional semester system.

Ninth and tenth graders receive vocational training in two areas each year. Eleventh and twelth graders further their vocational proficiency by working at a training station in the community for which

two high school credits are received.

GA-1

Sponsoring Agency: Division of Vocational Education
Georgia Department of Education
State Office Building
Atlanta, Georgia 30334

Title of Program: Coordinated Vocational-Academic Education (CVAE) Program

Program Director: Milton G. Adams, State Supervisor
Work Study and Special Needs Program

Description of Population Served: Potential dropouts in junior and senior high school

Description of Program:

The cooperative - CVAE - program is designed for under-achieving or alienated youth, whose behavioral patterns indicate a high probability that they would not complete high school.

The program has been organized on a developmental plan that allows for moving students through the junior and senior high school into the world of work. It is recommended that the developmental program of vocational education serves as the core around which other subject matter areas are interlocked for some students for the purpose of taking advantage of the concrete experiences of the vocational laboratory and of the natural motivation that exists on the part of individuals toward work and teaching of basic academic skills essential for acquiring higher level vocational skills.

The program includes performance objectives and process objectives for junior high and senior high school students. Qualifications and responsibilities of project personnel and suggested resource requirements are included in the program plan.

ID-1

Sponsoring Agency: Bingham County Program for Exceptional Children
Route 2, Box 249A, Wilson Building
Blackfoot, Idaho 83221

Title of Program: Vocational Program for the Handicapped

Program Director: Mr. LLoyd M. Jensen, Program Coordinator

Description of Population Served: Handicapped students (40), grades 7-12

Description of Program:

Junior High School students receive about 2½ hours of instruction and skill application each day. Subjects taught are relevant to the area of Southeast Idaho. The curriculum is geared to acquaint the student with the world of work.

High school aged students continue to learn about the world of work, but more emphasis is placed upon application of skills in an employment field. Toward the end of high school, the student will be given the opportunity to apply skills learned in a local place of employment. The high school program is one-half day each school day.

ID-2

Sponsoring Agency: School District #131
Nampa, Idaho 83651

Title of Program: Job Innovations Through Vocational Education (J.I.V.E.)

Program Director: Ms. Diane Hickey, Coordinator

Project Dates: September 1973 - May 1974

Description of Population to be Served: Sixty secondary special education students (primarily EMR) ages 14-21

Funds: $41,500 per year

Description of the Program:

The primary purpose of the program was to provide a place where secondary Special Education students (ages 14-21) could learn pre-vocational, home living, and world-of-work skills. Prior to J.I.V.E. secondary Special Education students were housed at the junior high school. The majority spent their entire day there and a few attended one or two regular junior high classes.

Because of the poor success rate of special education students in part-time jobs, the program's other purpose was to remedy the employability capacity of the students by having them learn what is expected in the working world and allowing them to practice this knowledge while learning vocational and home living skills.

A third purpose was to have the students build a positive self-concept through opportunities to perform in recognized ability areas instead of in the unrealistic six academic period day they were formerly in.

A first year student introduced to a variety of home-living, pre-vocational, and world-of-work skills through one week units. In a month's time the students would have participated in four units with

four different teachers. Students were assigned to groups of 5-8 boys and girls; adjustments could be made in the grouping at the end of each four-week cycle. Units included: Beginning cooking and baking, sewing and ironing, janitorial services, town and grounds care, bicycle repair, use of hand tools, etc.

The program ran the entire year. Students were bused to the J.I.V.E. center from the two junior high schools and remained there two hours each day.

The parent material for this program includes description of the units of study, evaluation data, cooperating agencies information and recommendations.

IL-1

Sponsoring Agency: Chicago Board Of Education
Department of Pupil Personnel Services
and Special Education
228 North LaSalle Street
Chicago, Illinois 60601

Title Of Program: Cooperative Work Training

Program Director: Ada E. Brown, Coordinator
Special Education

Description of Population Served: Minority disadvantaged students with low incidence handicaps (hearing and vision)

Number of Population Served: 40 students during AY 1974-75

Description of Program:

The population targetted for this program made the program eligible for Neighborhood Youth Corps (N.Y.C.) part-time work funding for a maximum of 10 hours per week. Enrollees received a full unit of credit for one hour of related class daily and a minimum of 10 hours weekly work experience.

As students became adjusted to work routines and positive attitudes in the "work laboratory", they were individually placed in private industry, many of them in film distribution companies.

Comprehensive Employment Training Act (C.E.T.A.) funds from either the Board of Education or the Urban Progress Centers have supplanted N.Y.C. funding. They are being used to pay those in the "work laboratory" as well as many who are now placed on a part-time basis (10 hours weekly) in non-profit organizations such as the Chicago Police Department, the Chicago Boys Club, etc.

IL-2

Sponsoring Agency: Department of Communication Disorders
Northern Illinois University
DeKalb, Illinois 60115

Title of Program: Residential Program for Speech and Hearing Impaired

Program Director: Kenneth Bosch, Director

Description of Population Served: Unmarried 16-24 year olds with minimum score of 80 of Performance Section of the Wechsler Adult Intelligence Scale and whose hearing or speech impairment is sufficiently severe to affect academic, vocational or social achievement.

Description of Program:

The program is designed to assist young adults with speech and hearing handicaps to realistically evaluate and improve their academic, vocational and social skills. The program is residential with two sequential phases: a six week summer program serves as a diagnotstic and evaluative session, while its sequal, the nine-month program, functions as a work-study program. A student must have successfully completed the six week summer program in order to be eligible for enrollment in one of the nine-month programs.

Counseling and guidance is provided to aid each student in selecting feasible vocational goals. The Programs, which offer vocational experience and rehabilitation within a residential setting, facilitates each students vocational, social, and educational independence.

The services provided by the program include diagnostic measurements and evaluations, developmental and remedial academic training, vocational exploration and guidance, speech and language therapy, aural rehabilitation, and recreational activities.

The program also provides clinical experiences for Northern's graduate students in speech pathology and audiology.

IL-3

Sponsoring Agency: Rock Island Public Schools
5th Avenue and 20th Street
Rock Island, Illinois 61201

Title of Program: Vocational Improvement Program for Early School Leavers

Program Director: Eddie Kline, Director

Description of Population to be Served: Sixteen to 21 year olds living in the Rock Island School district who have been out of school at least six weeks and do not have a high school diploma.

Description of Program:

The philosophy of the V.I.P. is to help students find part or full time employment and to help each student complete his/her high school education. Two full-time instructors, a part-time counselor, and a full-time director work for the V.I.P. which is located at the Rock Island, Y.M.C.A. Students either attend school in the morning and work in the afternoon or vice-versa. School-based curriculum consists mainly of Language Arts, Mathematics, and Social Studies. With employment and regular attendance in class students can earn four credits per year toward their diploma. Students in the V.I.P. are not permitted to participate in local high school sports or any school event that pertains to high school. The high school building is off-limits to V.I.P. students unless visitation permission is obtained. A college like atmosphere is a desired objective of the V.I.P.

KS-1

Sponsoring Agency: Salina Area Vocational Technical School
Building 658
Salina Airport Industrial Center
Salina, Kansas 67401

Title of Program: Special Vocational Program

Program Director: Mr. Donald Jernberg, Director

Population Served: High School and Post-high School age handicapped individuals

Description of Program:

Referral - All prospective students in high school are referred to school psychologist who determines program eligibility through educational and psychological tests. Referrals from Vocational Rehabilitation and the Mental Health Center if psychological data suggests eligibilty. After eligibility is determined, the students and parents visit program; parental approval required before student can enroll in a training program.

Work Evaluation Process - A program employed evaluator introduces the student to a variety of work samples and student's vocational potential and work habits are observed. After student completes work samples (usually takes 80 hours) the students and evaluator discuss the student's performance and vocational plan. The SVP staff also analyze each student's work evaluation and make recommendations on the student's vocational future.

Employment Orientation I - Students are oriented to the meaning of and world of work through classroom work samples, individual counseling, tours of local businesses.

Employment Orientation II - When a student finishes evaluation and does not demonstrate an interest or an aptitude for any particular training program, several training programs are explored at the Vocational-Technical School.

Training - Three types of training programs are offered program students at the Vocational-Technical School: regular programs that are two years in length, modified programs of shorter duration, and short-term nine-week courses.

MD-1

Sponsoring Agency: Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850

Title of Program: Work Oriented Curriculum Program for Academically Disadvantaged Students

Program Director: Mr. Floris M. Davisson, Supervisor of Cooperative Work Programs

Grade Level: 9-12

Description of Population to be Served: Slow learners (IQ 00-90)

Physically and Emotionally Handicapped

Description of the Program:

Initiated in 1961, The Work Oriented Curriculum is a four-year program of integration on-the-job experiences and academic skills (communication, computation, and vocational and social development) developed within a sequential framework for academically disadvantaged students. Students in grades 9 through 12 attend school for three hours in the morning and receive high school credit for three or more hours of work each afternoon. Unpaid job placements have been used for the student's first two years, and paid job placements during the last two years.

In school, students meet in small classes of about 15 students, and lessons in English, social studies, science, math and career-oriented skills are related to the students' part time jobs. Each student works with just one teacher and, therefore, is able to receive individual attention and develop a close student-teacher relationship.

Teachers help students find jobs where success is possible. Students are assigned to new jobs each year. A high school diploma is awarded for successful completion of the program.

MD-2

Sponsoring Agency: Westminster High School
Carroll County Board of Education
Westminster, Maryland

Title of Program: Cooperative Vocational Work Study Program

Program Director: Mr. James Cashdollar

Grade Level: 9-12

Description of Population Served: Educable mentally retarded and academically disadvantaged

Description of Program:

During each school day a program enrollee will spend half the day in the classroom and half the day at a job station.

The classroom portion of this program emphasizes both vocational skill and attitude development. When not in class 9th and 10th grade program students apply class acquired skills and attitudes at non-paying, but credit earning job stations in the school district (such as librarian's aide). An 11th and 12th grader's work experience is at a paying job station in the community.

MD-3

Sponsoring Agency: Carroll County Board of Education
Westminster, Maryland

Title of Program: The Young Adult Work Study Program

Program Director: Mr. Larry G. Norris

Description of Population to be Served: High School Dropouts

Number Served: 48 students

Program Description:

The Young Adult Work Study Program includes both classroom and on-the-job placement. The high incidence of negative attitudes toward school in dropouts prompted the program to be housed outside of school. Learning experiences are tailored to student needs. The program is organized into 8 week segments with morning, afternoon, and evening schedules available. Aptitude and ability assessments are integral to the program. Vocational rehabilitation and the Department of Employment Securities assist in this.

Program students contract to participate and complete learning units (10 per 8 week segment) appropriate to pre-test determined skill needs.

MN-1

Sponsoring Agency: North St. Paul Public Schools
1709 North McKnight Road
North St. Paul, Minnesota 55109

Title of Program: Vocational Cooperative Program

Program Director: Mr. George Van Drashek

Description of Population served: Available to all students at North High School

Description of Program:

The Vocational Cooperative Program (on-the-job training) has been in existence at North High School for several years but enrollments (previously limited to seniors) have been less than 5% of the total enrollment of the school. In order to reach more students the following plans were enacted:

1. Open OJT programs to sophomores, juniors and seniors.
2. Instead of a year long OJT program, students are now permitted to enroll for one or two semesters.
3. Enrollment in OJT programs my occur after the beginning of a semester.
4. Instead of students going to school in the morning and working the afternoon, those students may reverse this procedure; working in the morning and going to school in the afternoon. This reversal makes the program attractive to the student who wishes to participate in after school sports and activities. The morning OJT program has opened additional training stations and will also permit two students to share the same job - one works in the morning, one in the afternoon at the same job.
5. One hour of school-based instruction each day will be directly related to the student's job placement. This contrasts with the Occupations Relations class held in the past in which students from

for example, the Trades and Industry Programs met together despite OJT experiences in such varied positions as fry cooks, sheet metal helpers, beauticians, and kennel operations.

6. Students will be required to attend periodic seminars which deal with job adjustment problems and personal development. These seminars will be attended by students from a diversified set of OJT experiences, but the generalizability of the seminar topics permits this. The club activities that are connected with state youth organizations (FFA, DECA, etc.) may also be handled through these seminars.
7. OJT programs will continue through the summer with the vocational coordinators annual contract being extended on the basis of a ratio of weeks extended per number of OJT students.

MN-2

Sponsoring Agency: Special Needs Programs
Vocational-Technical Division
Department of Education
State of Minnesota
Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101

Title of Program: Guidelines for the Establishment of Work Experience/ Cooperative Exploration Programs in Minnesota

Program Director: J. Thomas Strom, Coordinator
Programs for the Handicapped

Description of the Program:

The guide contains the general standards that should be in effect to uphold the philosophy and carry-out the proposed objectives of the Work Experience/Cooperative Exploration Programs (WE/CEP) in Minnesota. We/CEP is designed for 14 and 15 year old students not responding to a regular school program. It is both preventive and preparatory in nature - preventive in terms of encouraging students to remain in school and preparatory in terms of providing opportunities to apply learnings through employer-employee relations, actual work experience, and vocational selection.

The contents include information on student selection, schedules, credit, pay and agreements; staff qualifications, duties and loads; employer responsibilities; labor regulations; and directions for funding applicants.

MS-1

Sponsoring Agency: State of Mississippi
Department of Education
Division of Vocational and Technical Education
P.O. Box 771
Jackson, Mississippi 39205

Title of Agreement: Cooperative Agreement between the Mississippil State Department of Education's Vocational Education Division and (1) its Special Education Office of the Division of Instruction, (2) its Vocational Rehabilitation Division, and (3) the State Department of Public Welfare.

Program Director: W.T. Taylor, Jr., Supervisor
Special Vocational Programs

Description of Agreement:

Although this is not a program per se, the agreements between the four agencies represents a concerted effort in Mississippi of providing vocational education service to the educable physically and/or mentally handicapped young persons of secondary school age. The relationship between the four agencies are as follows:

Vocational Education Responsbilities:

1. May provide vocational instruction and occupational orientation through a local sponsoring public school for designated handicapped pupils recommended by the Special Education Office of the Division of Instruction. This will be limited to classes that average eight (8) or more in number. Vocational education instruction may be conducted in available facilities provided by the sponsoring public school.

2. Vocational instruction will be given in an area where there is a reasonable expectation of employment and the student should finish at an age that would be acceptable for employment.

3. May provide the necessary special equipment needed to carry out

Special Education Office Responsibilities:

1. To approve the establishment of special education classes or units in the public schools in keeping with the provisions of House Bill 51, 1962 General Sessions of the Mississippi Legislature, as subsequently amended.

2. To allot to the applicant school district, in accordance with the provisions of House Bill No. 259, Chapter 392, Mississippi School Code, 1968 Supplement, funds for the support of the classes or units.

3. To provide through Special Education staff personnel technical consultation as may be needed.

4. To determine and certify to the Division of Vocational Education that classes or units meet the standards established by law

an effective instructional program.

4. Will provide the Special Education Office of the Division of Instruction with individual progress reports, as deemed necessary.

5. Will provide supervision and other services for that portion of the program for which the division is responsible.

6. Will consult with, and secure the consent of the supervisor of the handicapped children's part of the Special Education Office of the Division of Instruction, and the supervisor of the Cooperative Special Education - Vocational Rehabilitation Program before making any policy changes in special classes to which the above named divisions are parties.

and any additional ones agreed upon by the Division of Vocational Education, the Division of Vocational Rehabilitation, and the Special Education Office. These shall include class size, qualifications of teachers, screening of pupils for eligibility, facilities, and curriculum.

5. To assist, financially and otherwise, in the further preparation of Vocational Education staff in the principles, methods, and techniques of teaching the handicapped, where such assistance is needed and available.

6. To emphasize in the special education classes the teaching of personal and social adjustment, aids to daily living, functional academic skills, and other activities related to or that would enhance the vocational education program for handicapped pupils.

7. To advise with, instruct, and assist Vocational Education Counselors in surveying for preliminary screening and identifying handicapped pupils for cooperative vocational education - special education classes, units, or programs.

8. To assist, upon request, local public schools in preparing their vocational education plans pertaining to the handicapped.

9. To consult with, and secure the consent of the supervisor of the handicapped children's part of the Vocational Education Program, and the supervisor of the Cooperative Special Education - Vocational Rehabilitation Program before making any policy changes in special classes to which the above named divisions are parties.

Vocational Education Responsibilities:

1. May provide vocational training (manipulative skills and/or related technical theory) through local sponsoring public school for designated welfare clients. This instruction may be provided in groups not to exceed twenty per class. Eligible clients selected for training will be trained in existing vocational programs or in classes organized where there is large enough groups to justify group instruction.

2. May provide for basic or remedial education sufficient to enable welfare clients to advance in their training.

3. May provide the necessary spedial equipment and supplies needed to carry out an effective instructional program.

4. Will provide the State Department of Public Welfare with progress reports as deemed necessary.

5. Will provide supervision and other services for that portion of the program for which the division is responsible.

State Department of Public Welfare Responsibilities:

1. The County Departments of Public Welfare throughout the state will refer eligible clients to the local school administration and they will work through their local directors and teachers of vocational education to provide vocational training. The local vocational director and/or teachers will provide consultation to the County Departments of Public Welfare in determining those individuals who can best benefit from vocational education.

2. The County Welfare Departments will work with all individuals referred and accepted for training and assist them in their personal and family problems in order that they may utilize the full benefit of training.

3. Continue to make a money payment to those individuals eligible for public assistance while in training.

Vocational Education Responsibilities:

1. May provide vocational instruction (manipulative skills and/or related technical theory) through a local sponsoring public school, direct with the Rehabilitation Division, or may offer vocational instruction and related services through personnel employed by the Vocational Division for designated vocational rehabilitation clients. This will be limited to classes that average 8 or more in number. Vocational

Vocational Rehabilitation Responsibilities:

1. To determine eligibility of all clients by providing each with a general medical examination and special examinations, if indicated.

2. To determine each client's need for participation in the Vocational Education program.

3. To provide clients with the proper evaluation to determine their skills, aptitudes and vocational interests.

Vocational Education Responsibilities: (continued)

education instruction may be conducted in facilities provided by Vocational Rehabilitation, if available. If not available, the local sponsoring public school will secure the necessary facilities.

2. May provide basic education as needed for rehabilitation clients. This instruction may cover consumer and employability skills and will be coordinated as closely as possible with the individual's occupational choice.

3. May provide the necessary special equipment and supplies needed to carry out an effective instructional program.

4. Will provide the Division of Vocational Rehabilitation with individual progress reports, as deemed necessary.

5. Will provide supervision and other services for that portion of the program for which the division is responsible.

Vocational Rehabilitation Responsibilities: (continued)

4. To provide counseling and guidance for Rehabilitation clients while receiving Vocational Educational services.

5. To provide proper placement to clients when entering the competitive labor market after they have received the services of Vocational Rehabilitation and Vocational Education.

6. To provide follow-up services after placement to insure that the client is satisfactorily employed.

7. To provide training space and equipment to Vocational Education when available and when deemed advisable by both parties.

8. To provide confiential information to authorized personnel of Vocational Education when needed to properly carry out the training program.

9. To test clients to determine grade level, I.Q., social or personality traits and to obtain any other information necessary to set up Vocational Education classes.

10. To initiate the Rehabilitation Plan for each client. This plan may be staffed with the Vocational Education instructor to better meet the client's needs.

11. To withdraw the client from the Vocational training program when circumstances justifies withdrawal. This will be done only after mutual agreement of the Vocational Education instructor and the Vocational Rehabilitation counselor.

12. To assist the Vocational Education Division in adjusting the training program, if needed, following regular periodic evaluation by both divisions.

MT-1

Sponsoring Agency: Browning Public Schools
Browning, Montana 59417

Title of Program: Secondary On-The-Job Training Program for the Disadvantaged

Program Director: Mr. Earl Barlow, Superintendent

Project Dates: Agust 14, 1974 - June 14, 1975

No. Of Population to be Served: 125 students

Description of Population to be Served: High School students unable to succeed because of a combination of environmental, cultural, and historical factors, and a lack of motivation to succeed.

Funding: $90,375.00 of federal funds

Description of Program:

Enrollees in the program are expected to complete state and local high school graduation requirements and be able to satisfactorily carry out the job in which he/she is placed. This is to be accomplished by providing job related training within the school system (home economics, shop, math, typing, reading, etc.). Employers supervise students in a variety of jobs in the community. The program's teacher-coordinator provides counseling and guidance, and arranges for parental involvement in working with each student's problem.

A parallel project was funded ($9210) in the Eureka, Montana schools for 30 students. Mr. Jack Kober, Superintendent of Schools in Eureka is the person to contact.

NJ-1

Sponsoring Agency: Division of Vocational Education
State Department of Education
225 West State Street
Trenton, New Jersey 08625

Title of Program: Cooperative Industrial Occupational Training and Cooperative Employment Orientation Program Guidelines

Program Director: Mr. Stephen Poliacik, Assistant Commissioner of Education
Division of Vocational Education

Description of Program:

The New Jersey Department of Education's Division of Vocational Education has developed guidelines for vocational programs for handicapped and disadvantaged students. Characteristics of Cooperative Employment Orientation and Industrial Education Programs in New Jersey:

1. Training for employability
2. School and industry share training responsibilities
3. Cooperating employers are carefully selected
4. Students are carefully selected
5. Advisory committees are advisable
6. Students (sixteen years or older) may be permitted to work in hazardous occupations
7. Students must be paid
8. The teacher-coordinator is the key to a successful program
9. The length of the course is determined locally
10. Goals of the program are (1) obtaining employment and (2) succeeding at and retaining employment
11. Several school-work scheduling patterns are possible.
12. The school has definite responsibilities
13. Local, state and federal labor laws must be observed

OH-1

Sponsoring Agency: Akron City Schools
70 North Broadway
Akron, Ohio 44308

Project Title: Comprehensive Program for Unwed Parents

Project Director: Emil J. Lisak, Special Needs Coordinator

Funding: $38,984.40 Federal
6,879.60 Local
$45,864.00 Total

Population Served: Pregnant secondary school females

Project Description:

The primary purpose of the project is to provide occupational education for pregnant girls and keep them in school. Health and welfare agencies work cooperatively in identifying and instructing students and funding the program. The program offers exploratory experiences in Business careers and home economics careers.

CH-2

Sponsoring Agency: Canton City Schools
618 High Avenue Northwest
Canton, Ohio 44703

Project Title: Occupational Laboratory for Disadvantaged Youth with Special Needs

Project Director: Eugene P. Rannigan, Vocational and Career Education Director, (216) 455-8992

Funding: $42,772.00 Federal
7,548.00 Local
$50,320.00 Total

Population Served: 35 Academically and socio-economically disadvantaged secondary school students

Project Description:

The purpose of the project is to provide services and educational experiences for disadvantaged youth who are discouraged and lack educational alternatives and opportunities for succeeding in a regular vocational education program.

When school officials determine that a student can no longer function in the traditional high school setting, the student may be referred to the Occupational Laboratory for a minimum of nine weeks. During this time students are assigned to the mass production woodshop for 3½ periods (out of 8 periods) a day where the students learn skills and responsibilities necessary to be a member of a production team. Furthermore, they spend two periods a day in the developmental skills room in which are stressed individualized instruction in basic academic skills.

OH-3

Sponsoring Agency: Canton City Schools
618 High Avenue Northwest
Canton, Ohio 44703

Title of Project: Vocational Assessment and Integration of EMR and LD Students

Project Director: Mr. Eugene Rannigan
(216) 455-8992

Funding: $22,321 Federal
3,940 Local
$26,261 Total

Population Served: 100 EMR and 25 LD Secondary School Students

Description of Project:

The overall intent of the Project is to determine the vocational capabilities of sophomore level EMR and LD students. Students are taken out of their classroom to spend 5 whole days performing 28 work samples in the Jewish Employment and Vocational System (JEVS). The JEVS is administered to four students at a time by an evaluator trained by the Jewish Vocational Research Institute.

At the end of the evaluation period a report suggesting Worker Trait Group Arrangements for employability planning is prepared and forwarded to the student's counselor.

OH-4

Sponsoring Agency: Kenston Local School District
17419 Snyder Road
Chagrin Falls, Ohio 44022

Project Title: Interest and Aptitude + Evaluative + Remediation + Guidance = Individual Prescriptive Vocational Planning

Project Director: Bernard A. Taylor, Vocational Director
(216) 543-9677

Funding: $68,818.55 Federal
12,144.45 Local
$80,963.00 Total

Population Served: 55 Academically and socio-economically disadvantaged secondary school students

Project Description:

The project's purpose is to develop a Pre-Vocational Program that serves those disadvantaged students who have been the least successful in their educational pursuits in an attempt to guide them toward their vocational interests through evaluation and remediation to a prescriptive vocational plan and success in a regular vocational program.

The program lasts for a period of four weeks for each student. The student spends his entire school day in the Prescriptive Pre-Vocational Laboratory during that four week period. The program is divided into two sections including work evaluation and work adjustment.

In the first two weeks (work evaluation), students are exposed to a series of 28 Jewish Employment and Vocational System work samples and selected Singer work samples to determine what area(s) of work classification he is most suited for in accordance with 10 broad categories defined by the Dictionary of Occupational Titles.

Completion of the work samples is followed by an interview with the Counselor/Coordinator to discuss performance, interest, and work behavior.

In the last two weeks (work adjustment) remedial help is provided in the areas needed by a student. Individual testing and counseling also takes place in this period.

The information acquired from the four week program is used to develop the student's future curriculum in school and possible career choice(s).

OH-5

Sponsoring Agency: Cincinnati City Schools
290 East 9th Street
Cincinnati, Ohio 54202

Title Of Project: Comprehensive Vocational Program for Handicapped Students

Project Director: Mr. James R. Taylor
(513) 369-4044

Funding: $151,928 Federal
37,982 Local
$189,910 Total

Population Served: 202 EMR and 34 Hearing Handicapped Secondary School Students

Description of Project:

The overall intent of the Project is to provide pre-vocational evaluation, work adjustment activities, exploratory and vocational classes and job placement for all handicapped students. Students are scheduled for a 2 or 3 hour block in vocational classes and then report back to their homeroom classes.

OH-6

Sponsoring Agency: Cincinnati City Schools
230 East Nith Street
Cincinnati, Ohio 45202

Project Title: Innovative Laboratories Offering Centry-Level Job Skills

Project Director: James R. Taylor, Major City Coordinator
(513) 369-4044

Funding:

$228,525.08	Federal
57,131.27	Local
$285,656.35	Total

Population Served: 389 Academically and socio-economically disadvantaged secondary school students

Project Description:

The purpose of thie project is to provide innovative skills development laboratories for seriously disadvantaged youth together with comprehensive support services.

Students are recruited to the program through school counseling staff, vocational counselor, interest surveys, brochures, Career Day, class exhibits, teacher-student and student-student communication.

Students enrolled in the programs receive a minimum of 2 hours to a maximum of 4½ hours of laboratory and related instruction. Many are also acquiring on-the-job experience in community-school related work sites.

OE-7

Sponsoring Agency: Cincinnati City Schools
230 East Ninth Street
Cincinnati, Ohio 45202

Project Title: Learning Laboratories for Disadvantaged Youth

Project Director: James R. Taylor, Major City Coordinator
(513) 369-4044

Funding: $96,735.54 Federal
24,183.88 Local
$120,919.42 Total

Population Served: 748 Academically and socio-economically disadvantaged secondary school students

Project Description:

The project provides individualized learning laboratories wherein disadvantaged pupils may secure remediation and supplementary instruction needed for successful progress in, or entrance into, vocational laboratories. Emphasis is placed on remediation in mathematics, reading and language arts.

Students are shceduled from one to five hours a week into the laboratory or students may refer themselves for one hour at a time.

OH-8

Sponsoring Agency: Cincinnati City Schools
230 East 9th Street
Cincannati, Ohio 45202

Title of Project: Vocationally Oriented Work Adjustment for Handicapped Adults

Project Director: James R. Taylor, Mayor City Coordinator
(513) 369-4044

Funding: $33,600 Federal
8,400 Local
$42,000 Total

Population Served: 43 EMR, 25 TMR, and 7 Crippled Adults

Description of Project:

The purpose of the Project is to provide post school vocationally oriented work adjustment programs for out-of-school handicapped adults.

Three non-profit agencies who provide help and training to handicapped adults were contracted by the Cincinnati Board of Education to provide these programs. The district's Vocational Education Branch provides supervision for the projects in each agency.

The programs offer work adjustment activities which will enable handicapped adults to possibly find entry-level employment.

CH-9

Sponsoring Agency: Cleveland City Schools
10600 Quincy Avenue
Cleveland, Ohio 44106

Title Of Project: Manpower Training Center

Project Director: Mr. William I. Sims
Major Cities Coordinator
(216) 696-2929

Funding: $179,956.00 Federal
31,758.00 Local
$211,714.00 Total

Population Served: 37 + EMR, 2 Vision Handicapped, 20 Deaf, 16 Speech, & Crippled, 6 Hearing Handicapped and 8 other secondary school students

Description of Project:

The Project has five training components: Building Maintenance, Hospital-Helpers, Out-of-school, Sales Attendant, and Shoe Repair. Students are involved in work preparation training sessions. They are provided with remedial ancillary services in the basic skills area; undergo extensive work evaluations with the intent of directing the participant to the proper training program so that the trainee will acquire a marketable skill.

Building Maintenance Component - A Vocational Unit funded program with supportive services of a technician, supplies, transportation, and repairs being provided for handicapped students to learn basic hand tool and floor maintenance equipment skills in janitorial and building maintenance.

Out-of-school Component - Provide services for handicapped, out-of-school individuals who could include all, or in part, vocational evaluation, work adjustment, vocational programs, job training, counseling, job seeking skills, job placement and follow-up services.

Sales Attendant Component - Provides students with opportunity to learn the operation of the cash register, store operation, merchandise display, simple stockroom duties, job preparation, grooming and job interview readiness, reading scales, and price-stamp machine operation.

Shoe Repairing Component - Students learn the operation of machines used in shoe leather goods repair.

Students are made aware of the programs through recommendations and/or parent orientation and Open House function at school. An orientation period precedes placement in a component in order to determine the student's suitability for and/or interest in the respective programs.

CM-10

Sponsoring Agency: Cleveland City Schools
10600 Quincy Avenue
Cleveland, Ohio 44106

Project Title: Work Orientation for Handicapped

Project Director: Mr. William I.Sims
Mayor Cities Coordinator
(216) 696-2929

Funding: $315,296.45 Federal
55,640.55 Local
$370,937.00 Total

Population Served: 446 EMR secondary school students, some of whom are multiply handicapped

Description of Project:

The purpose of the Project is to provide comprehensive services that include vocational evaluation, work adjustment, counseling, orientation to work, job counseling, and follow-up services to handicapped individuals.

Students enter program on basis of personal interest and/or referrals from the local high school. Exposure to the program via field trips and video-tape presentations of the program.

The program has three phases:

Phase I - Vocational Assessment (also known as Work Evaluation)

Phase II - Pre-Vocational Adjustment provide students with essential vocational-social skills

Phase III - Employment Development and Job Placement provides students with short periods of work adjustment while working a full day, acquisition of appropriate job seeking skills, and assistance in obtaining and keeping a job during the 60 days adjustment period.

OH-11

Sponsoring Agency: Cleveland City Schools
10600 Quincy Avenue
Cleveland, Ohio 44106

Title Of Project: Work Orientation for the Handicapped - United Cerebral Palsy Component

Project Director: Mr. William I. Sims
Mayor Cities Coordinator
(216) 696-2929

Funding: $8,500.00 Federal
1,500.00 Local
$10,000.00 Total

Population Served: 20 Cerebral Palsy secondary school students, 2 of whom are deaf.

Description of Project:

The purpose of the Project is to identify vocational and personal abilities/limitations; orient students to a work setting; and assist students to attain and implement good work habits.

Students are recruited from the Cerebral Palsy school (Sunbeam School), Rehabilitation agencies (Bureau of Vocational Rehabilitation, Vocational Guidance, and Rehabilitation Service and Goodwill) and physicians.

OH-12

Sponsoring Agency: Cleveland City Schools
1380 East Sixth Street
Cleveland, Ohio 44114

Project Title: Vocational Program for Dropout Prone Youth, Trade and Industry.

Project Director: Louis Federico, Adult and Special Vocational Programs Supervision, (216) 699-2929 ext. 454

Funding: $93,288.00 Federal
Local
$93,288.00 Total

Population Served: 57 Dropout prone secondary school students

Project Description:

The purpose of the project is to provide students identified as potential dropouts/dropout-prone with vocational experiences in a variety of trades and industrial occupations. In doing so, the program relates academic competence to vocational requirements.

Student's names are obtained from lists of enrollees at John Hay High School who meet one or more of the disadvantaged criteria, and who have been designated as potential dropouts. Each designated student is sent to his counselor to be screened prior to admission to the program. If it is determined that a student would benefit from enrollment in the program, he/she is registered by the unit counselor in the trade area selected.

Each enrollee daily attends a four-period vocational class, and receives three periods of related academic training. Attendance, attitude and grades have improved significantly for the participating students.

Throughout the program parental involvement is encouraged by regular means, and a special "parent committee". Students are provided with both individual and group counseling, and home visits and telephone calls are made by technicians and the guidance counselors.

OH-13

Sponsoring Agency: Columbus City Schools
270 East State Street
Columbus, Ohio 43215

Project Title: Columbus Area Community School Components

Project Director: Isaac N. Reid, Special Needs Coordinator

Funding: $136,480.00 Federal
24,085.00 Local
$160, 565.00 Total

Population Served: 495 Academically and socio-economically disadvantaged secondary school students

Project Description:

The project's purpose is to provide a program of pre-vocational training and experiences which will improve the social and personal skills of disadvantaged youth enabling them to successfully participate in a vocational program.

The Columbus Area Community School Components consist of nine components (six junior high schools along with six annex centers and three senior high schools), a Job Analysis Center, and Project Office. Students are selected in the ninth grade for participation in the Pre-Vocational Developmental Program (PVDP) for a five day orientation period in which information concerning training and future job opportunities is received, visits are made to various business and industrial companies and vocational programs at the senior high school, vocational interests are identified, and assistance is provided in assessing Math, Language and Reading deficiencies.

OH-14

Sponsoring Agency: Columbus City Schools
270 East State Street
Columbus, Ohio 43215

Title of Project: Occupational Training and Evaluation for Handicapped Adults

Project Director: Don F. Harper, Director-Chairman
Department of Adult Education
(614) 225-2840

Funding: $88,278.00 Federal
15,579.00 Local
$103,857.00 Total

Population Served: 68 EMR, 9 Deaf, 1 Speech, 11 Crippled, 1 Hearing Handicapped, 2 Emotionally Disturbed, and 36 Psychologically Handicapped Secondary School Students

Description of Project:

The Project's intent is to (1) evaluate occupational needs, interest, and abilities, (2) develop occupational skills (manipulative, related, and attitudinal) needed for employment, and (3) develop skills for selecting and obtaining employment and aid the student in obtaining employment.

Adult students are recruited through the Bureau of Vocational Rehabilitation Counselors, state institutions, presentations to graduating high schools seniors, direct contact with high school counselors, articles and programs in the media, and word-of-mouth.

OH-15

Sponsoring Agency: Columbus City Schools
270 East State Street
Columbus, Ohio 43215

Title of Project: Office Training for Handicapped Students

Project Director: Isaac N. Reid, Special Needs Coordinator
(614) 221-0009

Funding: $26,918.00 Federal
4,750.00 Local
$31,668.00 Total

Population Served: 13 EMR, 4 visually handicapped, 4 deaf, and 1 hearing handicapped students

Description of Project:

The purpose of the Project is to provide office training for handicapped students in a sheltered office simulation. The office training teacher interviews recruited students to determine whether the students' needs would be met by the program.

Coordination of the program is provided by the instructor in cooperation with itinerant teachers and work study coordinators. The district's Department of Special Education provides transportation for those students needing special consideration. Assistance in student placement on job sites or further special training is provided through the Bureau of Vocational Rehabilitation.

OE-16

Sponsoring Agency: Columbus City Schools
270 East State Street
Columbus, Ohio 43215

Project Title: Reading and Math Improvement Laboratory for Pre-Vocational and Vocational Students

Project Director: Isaac N. Reid, Special Needs Coordinator
(614) 221-0009

Funding: $71,539.75 Federal
3,095.25 Local
$20,635.00 Total

Population Served: 81 Academically disadvantaged secondary vocational and pre-vocational students

Project Description:

The project's purpose is to provide specific skill training in reading and mathematics improvement and comprehension for pre-vocational and vocational students having low ability in these areas.

With the assistance provided by the project, the students have found a success that has been long sought. Satisfaction has been acquired from correctly preparing an employment application, reading directions to complete a job, etc.

Students received into the program by referral and testing are given specific personalized remediation according to the individual's particular needs.

OH-17

Sponsoring Agency: Columbus City Schools
270 East State Street
Columbus, Ohio 43215

Title of Project: Vocational Education for Physically Handicapped and Educable Mentally Retarded

Project Director: Isaac N. Reid
Special Needs Coordinator
(614) 221-0009

Funding: $8,958.15 Federal
1,580.85 Local
$10,539.00 Total

Population Served: 2 EMR, 7 Crippled, and 3 Multi-Handicapped secondary school students.

Project Description:

The purpose of the program is to provide occupational information, vocational counseling, vocational adjustment, vocational skill training, develop job placement and follow-up for the above students in the field of comprehensive business education. Without this project training in this field would not have been available to these students.

A regular class in business education has not offered the adaptive type of instruction necessary to individualize and capitalize upon the abilities of these students. The training courses, therefore, have been designed with the students' handicaps in mind.

OH-18

Sponsoring Agency: Columbus City Schools
450 East Fulton Street
Columbus, Ohio

Project Title: Vocational Exploration, Business Office Education, and Vocational Home Economics for Unwed and/or Teenage Parents

Project Director: Isaac N. Reid, Special Needs Coordinator
(614) 221-0009

Funding: $81,311.00 Federal
14,349.00 Local
$95,660.00 Total

Population Served: 76 Pregnant secondary school aged females

Project Description:

The project's purpose is to develop job entry skills in business office education, consumer homemaking, child care services and competencies in the role of parenthood.

Students are referred to the project on the basis of their disadvantagement from school personnel, parents, concerned friends, and/or community agencies. Enrollees attend the program for six classes each day. The program is a continuation of the program the student formerly followed at her home school. One two hour session each week is devoted to prenatal care.

The program is designed to permit an uninterrupted education involving in many instances a reassessment of the students' objectives based on the added responsibilities of parenthood. The program's goal is to provide an avenue to successful completion of a high school program of training by the pregnant student.

OH-19

Sponsoring Agency: Columbus City Schools
270 East State Street
Columbus, Ohio 43215

Title Of Project: Work Adjustment and Skill Training Center for EMR

Project Director: Isaac N Reid, Special Needs Coordinator
(614) 221-0009

Funding: $22,996.75 Federal
4,058.15 Local
$27,055.00 Total

Population Served: 52 EMR female secondary school students

Description of Project:

The Project is designed to provide training in basic work habits, skills and attitudes in order to prepare for employment those EMR girls who are presently considered to be totally unable or unprepared to enter the job market.

The program offers a continuous curriculum based on individual needs and ranges from work adjustment skills through advanced skills (office machine operation) for those who qualify and then on to job placement within the community.

Students attend one 90 minute class period per day at the Work Adjustment and Skill Training Center and return to their home school for the remainder of the day. The Center provides a realistic work environment-off campus, use of time clocks, office furniture, etc. Work from charitable and other non-profit organizations is brought into the Center to provide the students with many realistic tasks of varying degress of difficulty and skill.

OH-20

Sponsoring Agency: Columbus City Schools
270 East State Street
Columbus, Ohio 43215

Title Of Project: Work Adjustment and Vocational Training Center for EMR Students

Project Director: Isaac N. Reid, Special Needs Coordinator
(614) 221-0009

Funding: $21,960.60 Federal
3,875.40 Local
$25,836.00 Total

Population Served: 14 EMR secondary school students

Description of Project:

The purpose of the Project is to provide work adjustment and entry level skill training for EMR students and to prepare them to reach maximum employment potential.

Training is provided in job shop and manipulative skill development related to product manufacturing and mass production experiences. Also stressed is the development of personal-social attitudes.

Students from area high schools are screened and assessed on the basis of individual interest factors and encouraged to attend the vocational class. Coordination of student enrollment is through area school EMR coordinators and mass production projects funded by the American Red Cross for example.

OH-21

Sponsoring Agency: Trumbull County Board of Education
2678 Niles Cortland Road
Cortland, Ohio 44410

Project Title: Allied Hospital Services Trainning Program and Auto Services Training Program for Handicapped Students

Project Director: William E. Jacobs, Administrator-Coordinator
(216) 637-0183

Funding: $88,404.00 Federal
21,101.00 Local
$110,505.00 Total

Population Served: 95 EMR students

Project Description:

It is the intent of this project to provide handicapped students with the necessary skills, knowledge and experiences to become better prepared in selecting entry level employment in one or more vocational training areas provided in this project.

Students are selectcd through the Jewish Employment and Vocational System evaluation and/or a four week evaluation at Hillside Vocational Assessment Center. Students are then placed in an appropriate training program through counseling with the EMR secondary supervisor, work-study coordinators, and their teachers.

OH-22

Sponsoring Agency: Dayton City Schools
401 South Perry Street
Dayton, Ohio 45402

Project Title: Vocational Skill Center

Project Director: Steve Vegso, Vocational Skill Center Coordinator
(513) 223-7700

Funding: $157,250.00 Federal
27,750.00 Local
$185,000.00 Total

Population Served: 175 High school students alienated from their regular high school program

Project Description:

The project is designed to identify, recruit, and provide salable skills through vocational education to alienated high school aged youth (16-20 years of age) who are either not enrolled in a high school or are failing to attend.

Those students described in the paragraph above are identified at the student's (dropout's) home high school and a copy of the student's cumulative record card is sent to the Vocational Skills Center for review. The student and his/her parents are then scheduled for an interview to discuss the program in relation to the student's interests.

After registration in the program the student is scheduled either into a morning or afternoon training program of his/her choosing. The student is given a chance to "adjust" to that program within a ten to fifteen day trial adjustment period. At this point both instructor and student discuss any problems concerning the student's interest and potential trade ability and a decision is reached as to whether the student should continue in that trade program or transfer

internally into another interest area.

The project is also assisted by a basic education program offering high school credit in English, math, social studies, and for a select few an occupational work experience program.

OH-23

Sponsoring Agency: Mad River Township Schools
801 Harshman Road
Dayton, Ohio 45431

Project Title: An Alternative Vocational Curriculum Design

Project Director: David McMillan, Secondary Curriculum Director
(513) 253-8981

Funding: $71,374.53 Federal
12,595.47 Local
$83,970.00 Total

Population Served: Dropouts and potential dropouts and high school students not finding success in the traditional classroom.

Project Description:

This project provides an alternative vocational-academic curriculum for students who cannot cope with the traditionally structure program. Each student's curriculum is individually prescribed and utilizes the Dayton Community as a viable classroom.

After the recruitment and admission has been completed, the student enters the school on an auditing basis until a customized curriculum has been determined from text results and teacher observations. Student learning modes are determined by which the student's instructional modes are designed. All student work is on a contractual basis. Learning objectives and area of concentration for each lesson are set forth within each contract.

OH-24

Sponsoring Agency: Dayton City Schools
503 Edison Street
Dayton, Ohio 45407

Title Of Project: Vocational Education for the Physically Handicapped (Deaf, Blind, and Crippled)

Project Director: Layton J. Brinkmeier, Coordinator of Projects for Handicapped
(513) 223-3058

Funding: $142,888.90 Federal
25,577.14 Local
$168,466.04 Total

Population Served: 185 physically handicapped secondary school students, 20 of whom are multiply handicapped

Project Description:

The program emphasizes comprehensive skill development, vocational evaluation, vocational adjustment and vocational skill training to develop job placement capability.

All students in all schools served by Vocational Education for the Physically Handicapped are integrated into regular vocational classes where possible. Students are recruited to the program through referrals from school personnel, and community agencies such as the Bureau of Services for the Blind, Bureau of Vocational Rehabilitation, and United Cerebral Palsy.

OH-25

Sponsoring Agency: East Cleveland City Schools
15305 Terrace Road
East Cleveland, Ohio 44112

Project Title: Vocational Job Placement

Project Director: Robert L. Clinkscale
(216) 451-1750

Funding: $20,320.34 Federal
3,585.94 Local
$23,906.28 Total

Population Served: 1200 enrollees in East Cleveland School's Vocational Program

Project Description:

The project's purpose is to provide job orientation, preparation, contact, placement, and follow-up services to the above identified students.

Two Job Placement Coordinators who are knowledgable of all the district's vocational programs and the region's job market work with the students. Students are made aware of the vocational training areas available to them and the possible jobs that may be avialable upon successful completion of the vocational program.

Students make visits to business and industrial operations for first hand knowledge acquisition and to report to other students about their visits.

OH-26

Sponsoring Agency: Willoughby-Eastlake City Schools
37047 Ridge Road
Eastlake, Ohio 44094

Project Title: Vocational Individual Assistance Program

Project Director: Dr. William Deighan, Secondary Education Director
(216) 946-500 ext 245

Funding: $82,103.20 Federal
20,525.80 Local
$102,629.00 Total

Population Served: 186 EMR Secondary School Students

Project Description:

The Project's purposes are to provide realistic vocational skill training for senior high school educable mentally retarded students, to provide more emphasis on vocational assistance to individual student's refinement, and further development and implementation of instructional objectives.

Students are referred to the program via efforts of EMR classroom teachers and EMR work study coordinators. Testing and psychological services are utilized in determining placement in programs.

The program has 9th graders brought in for a career exploration program and testing using the Jewish Employment and Vocational System and the Wide Range Employment Sample Test. Tenth, 11th and 12th graders are in an uninterrupted three hour program either in the morning or afternoon.

Students progress at own rate in acquiring skills in any one of five vocational units of instruction.

OH-27

Sponsoring Agency: Appleseed Trail Joint Vocational School Board
318 Broadway
Findlay, Ohio 45840

Title of Project: Project N.O.W.

Project Director: Ms. Doris W. Stone
(419) 422-6121 ext. 244

Funding: $69,500 Federal
56,640 Local
$126,140 Total

Population Served: 113 EMR and 1 Hearing Handicapped secondary school students

Description of Project:

The Project serves all EMR students in five school districts who are considered to benefit from enrollment in vocational education classes. Students are selected for enrollment on the basis of interest and opportunity for success in each of the classes. The curriculum of EMR home school classrooms is closely integrated to and in teaching remedial and related subject matter of each vocational class. Some students (73 from Findlay Public Schools) participate in a prevocational program to learn specific work skills needed in any vocation beginning at approximately 13 to 14 years of age.

Vocational classenrollees are placed in part-time or full-time OJT once vocational class objectives are completely attained.

OH-28

Sponsoring Agency: Hamilton City Schools
332 Dayton Street
Hamilton, Ohio 45012

Project Title: Continuous Progress Through Vocational Education

Project Director: Marlen Yost, Program Development Director
(513) 894-9934

Funding: $77,378.05 Federal
13,654.95 Local
$91,033.00 Total

Population Served: 66 Academically and socio-economically disadvantaged secondary school students enrolled in vocational education programs in two district high schools

Project Description:

The project's purpose is to enhance learning opportunities for disadvantaged youth through more individualized instruction in math and reading.

Students enrolled in a vocational course, and those desiring to enroll, who were having difficulty coping with reading and/or computational skills, or fell below the 25% ile on standardized achievement tests, were encouraged to enroll in the Learning Centers.

Students enrolling in the Learning Centers are pre-tested to determine readin and/or computational skill deficiencies. Small groups of 4-6 students receive intensified instruction during their study periods. Each Learning Lab is equipped with learning materials such as audio and audio-visual materials, and high intensity reading and math kits.

OH-29

Sponsoring Agency: Parma City Schools
6726 Ridge Road
Parma, Ohio 44129

Project Title: Adult Vocational Training for the Handicapped

Project Director: Gene S. Kleindienst, Special Projects Director
(614) 842-5300

Funding: $19,550.96 Federal
6,516.98 Local
$26,067.94 Total

Population Served: 50 EMR adults

Project Description:

Adults in the community who meet the handicap criteria are enrolled by the placement coordinator into one of the four skill training areas. Most of these students also attend the remedial and vocational related class offered as a part of the program for four nights a week (one hour per night) for 35 weeks.

Students for the program are recruited from lists of former graduates of the school system and lists provided by other community agencies. The project is working with the BVR, Society for the Blind, Society for the Deaf, and other agencies to identify, train and place the students. Students who have either never been employed or who have been underemployed are in many cases receiving training for the first time in a suitable skill by qualified vocational teachers.

OH-30

Sponsoring Agency: Parma City Schools
6726 Ridge Road
Parma, Ohio 44129

Project Title: Alternative Occupational High School for Dropout/ Disruptive/Unskilled Persons.

Project Director: Gene S. Kleindienst
Special Projects Director
(614) 842-5300

Funding: $72,355.35 Federal
24,085.12 Local
$96,340.47 Total

Population Served: 140 academically and socio-economically disadvantaged high school students.

Project Description:

The project's purpose is to provide an alternative vocational program for dropouts, potential dropouts, and disruptive disadvantaged youth during the afternoon and evening hours.

Under the direction of the coordinator of continuing education and the project counselor, students are enrolled in the necessary remedial and vocational skill training courses to accomplish both high school graduation and a salable skill.

OH-31

Sponsoring Agency: Parma City Schools
6726 Ridge Road
Parma, Ohio 44129

Project Title: Modification and Expansion of Vocational Evaluation and Work Adjustment Program for Handicapped

Project Director: Gene S. Kleindienst, Director of Special Projects
(614) 842-5300

Funding: $39,257.20 Federal
13,086.40 Local
$52,343.60

Population Served: 24 secondary school students who are EMR and Multiply Handicapped

Project Description:

Students are assessed prior to their sixteenth birthday on basis of their physical, mental, and emotional limitations in order to integrate them into one the of 38 vocational unit programs. Five students at a time are scheduled in the evaluation center for two to six weeks, spending three hours day, five days a week.

Students are identified through the cooperation of the vocational department and the department of special education; psychological and counseling services are provided by the pupil personnel department's staff to both the students and to their parents. It has been found by the project that parent counseling is frequently necessary, both before and after a student enters and completes vocational evaluation.

OH-32

Sponsoring Agency: Parma City Schools
6726 Ridge Road
Parma, Ohio 44129

Project Title: Vocational Evaluative and Assessment of Disadvantaged Youth

Project Director: Gene S. Kleindienst, Special Projects Director
(614) 842-5300

Funding: $31,725.70 Federal
10,575.24 Local
$42,300.94 Total

Population Served: 181 Academically or socio-economically disadvantaged secondary school students

Project Description:

The intent of this project is to evaluate and assess the vocational potential of disadvantaged youth for the purpose of placing them in regular vocational programs; and to provide for vocational teachers an inservice program to assist them overcome a reluctance to work with disadvantaged students in their classes.

OH-33

Sponsoring Agency: Penta County Vocational School District
30335 Oregon Road
Perrysburg, Ohio 43551

Project Title: Pre-Vocational and Work Exploration for the Handicapped

Project Director: Louise Fought, Penta Skill Center Director
(419) 666-1120

Funding: $28,960.49 Federal
7,240.12 Local
$36,200.61 Total

Population Served: 27 EMR, 1 Speech, 1 Hearing Handicapped, 13 Emotionally Disturbed, and 36 Learning Disabled secondary school students

Project Description:

The purpose is to prepare handicapped students to participate more fully in the selection of a vocational training area through classroom job analysis, hands-on exploration in a work activity lab, and visitation to job sites and training classes.

Ten students at a time are scheduled for two week sessions to orient them to the world of work. These groups of ten are usually from three or more school districts in order to help the staff evaluate student behavior in an unfamiliar peer group setting.

Students are recruited through referrals from member schools in the Penta School District on the basis of having a declared exceptionality substantiated by the psychologist. Others are referred as a result of unsatisfactory performance in schools. The objective is to establish with these students more realistic work-training alternatives.

The Jewish Employment and Vocational System is used for measuring student manipulative and reasoning skills. The project begins its pre-vocational curriculum implementation in each student's home school EMR units and career education programs. This is designed to aid the student's decision making once he/she reaches the Penta Skill Center. The activities

sequence for the project evolves around four areas of implementation: classroom, hands-on lab activities, training area try-outs, and job-site visitations.

OH-34

Sponsoring Agency: Penta County Vocational School District
30335 Oregon Road
Perrysburg, Ohio 43551

Project Title: Work Adjustment for Vocationally Handicapped

Project Director: Louise Fought, Penta Skill Center Director

Funding: $32,915.20 Federal
8,228.60 Local
$41,144.00 Total

Population Served: 96 EMR, 11 Visual, 5 Speech, 1 Crippled, 5 Hearing handicapped, and 30 Emotionally Disturbed secondary school students

Project Description:

The purpose of the project is to modify behavior that interfere with vocational training and/or placement. This approach, called Work Adjustment, does not function as a training areas, but rather as a program that works with the other areas to aid in adjusting behavior or providing supplemental services (e.g., tutoring and independent living skills) so that vocational and academic training may be accomplished and successful job placement realized. A portion of each day for students referred to Work Adjustment will be spent in remedial and vocational education, and work adjustment lab.

Students are referred to the Work Adjustment staff by either the Work Evaluation Unit or by individual instructors. Through consultation with the referring party, the specific behavior to be adjusted is identified and a prescription for its remediation is then developed. Throughout the implementation period, the Work Adjustment staff observed and records the student's behavior in order to assess progress.

Once a satisfactory level of adjustment has been achieved, the student is phased into a vocational training area.

OH 35

Sponsoring Agency: Ravenna City School District
507 East Main Street
Ravenna, Ohio 44266

Project Title: Pre-Employment Training and Job Placement for Students and Dropouts

Project Director: Art Fesemyer, Director of Secondary Education
(216) 296-9679

Funding: $18,916.19 Federal
3,338.15 Local
$22,254.34 Total

Population Served: 300 Socio-economically disadvantaged secondary school students.

Project Description:

The purpose of the project is to conduct pre-employment clinics for students and dropouts and to place them on jobs. An employment specialist conducts the Clinics, places students in jobs, and keeps records for evaluating the effectiveness of the program.

The job clinics, or training sessions are designed to orient disadvantaged students to the transition to the world of work. Individual students are formed into small groups on the basis of specific interest, abilities, and/or needs. The training sessions include in-school or job-site contact with personnel people and employers. Multi-media approaches are utilized for training students in the techniques and procedures for acquiring a job. Simulated interviews are used in intensively in this in-school phase.

During the out-ot-school phase students are referred to employers for job interviews.

OH-36

Sponsoring Agency: Springfield City Schools
49 East College Avenue
Springfield, Ohio

Project Title: Vocational Education Program for Students with Special Needs

Project Director: Dr. Cynthia B. Levy, Student Services Coordinator
(513) 325-2406

Funding: $38,742.59 Federal
6,836.93 Local
$45,579.52 Total

Population Served: 35 Low incident handicapped grade 7-12 students

Project Description:

The purpose of the project is to provide a total career development program consisting of supportive services in pre-vocational experiences (grades 7-10) and job training (grades 11-12) for low-incident handicapped students whose needs are not fulfilled through a regular classroom or other related programs.

Students are referred by school personnel, parents, attendance officers and special needs personnel. Following receipt of a referral a complete investigation of the student's handicap is made. Services are then provided by the project in accordance with the student's needs, interests and abilities.

OH-37

Sponsoring Agency: Toledo City Schools
Manhattan and Elm Streets
Toledo, Ohio 43608

Project Title: EMR Vocational Evaluation Program

Project Director: R.T. Scherer, Executive Director
Vocational, Industrial and Adult Education
(419) 729-5211

Funding: $30,153.75 Federal
5,321.25 Local
$35,475.00 Total

Population Served: 49 EMR tenth grade

Project Description:

The purpose of the project is to provide work sample evaluation and assessment for EMR students through the use of work sample testing at a pre-vocational level.

All Toledo Public School tenth grade EMR classes are scheduled to attend for four weeks. During this attendance, students are to determine what they want to do vocationally, what they can do, and how well they can do it in a pre-vocational setting.

The work evaluation consists of 30 hours of work sample time spent in the evaluation lab where work performances and behaviors are observed and recorded under controlled and normal conditions. Diagnostic remedial math and reading programs are conducted for 15 hours. Personal adjustment meetings are held daily for a total of 25 hours. The student is also assigned to two different training areas for a total of 50 hours so as to allow him the experience of real work situations.

At the end of the four week session, an evaluation is prepared on each student. From this information, a vocational plan is written stating long range goals, intermediate objectives, and specific services to be provided in order to obtain the goal.

OH-38

Sponsoring Agency: Toledo City Schools
Manhattan and Elm Streets
Toledo, Ohio 43608

Project Title: Individualized Vocational Program for the Hearing Impaired

Project Director: R. Thomas Scherer, Executive Director
Vocational, Industrial and Adult Education
(419) 729-5111

Funding: $8,329.15 Federal
1,469.85 Local
$9,799.00

Population Served: 32 Hearing Handicapped students

Project Description:

This project provides supportive services to a hearing impaired population through placement in employment and training programs.

Students take part in the hearing impaired classes during the school day and are tested in the afternoon for vocational interests. They are counseled on a when and as needed basis.

OH-39

Sponsoring Agency: Toledo City Schools
1300 Jefferson Avenue
Toledo, Ohio 43624

Project Title: Industrial Contract Workshop

Project Director: James H. Goodman, Supervisor
(419) 241-7906

Funding: $37,864.95 Federal
6,682.05 Local
$44,547.00 Total

Population Served: 19 EMR and 1 Visually Impaired Student

Project Description:

The Project's purpose is to provide supervised job experience between school and the world of work as a means of effectively changing work behaviors.

The trainees assigned to this workshop (8:30-3:30, with a half hour lunch and one 15 minute morning coffe break) are characterized by low production output generally caused by irresponsible behavior and absenteeism. Through the use of positive reinforcements (stamps and money compiled with appropriate praise) production output and attendance are charted and compared with the goals of 95% attendance and 70% production. The behavioral treatment techniques that are available have shortened the length of treatment and accelerated recovery rates.

OH-40

Sponsoring Agency: Toledo City Schools
Manhattan and Elm Streets
Toledo, Ohio 43608

Project Title: Vocational Education for Visually Impaired Students

Project Director: R.T. Scherer, Executive Director
Vocational, Industrial and Adult Education
(419) 729-5111

Funding: $13,187.55 Federal
2,327.22 Local
$15,514.77 Total

Population Served: 15 Visually impaired secondary school female students

Project Description:

The Project's intent is to provide entry level training in the secretarial arts for the visually impaired students and provide job placement services for all graduating/graduated students.

OE-41

Sponsoring Agency: Fulton County Board of Education
First Federal Building
205 South Fulton
P.O. Box 338
Wauseon, Ohio 43567

Title of Project: Four County Skill Evaluation and Training Program

Project Director: Dr. Eugene W. Winfield, Superintendent
(419) 335-1070

Funding: $45,101.00 Federal
15,034.00 Local
$60,135.00 Total

Population Served: 175 EMR secondary school students

Description of Program:

The program has two phases. The first phase is the skill evaluation of EMR high school students. The second phase is the development of training programs and other educational alternatives from the information derived from the first phase.

In phase one the students are given an opportunity to explore various work styles that are present in the work sample system. The Jewish Employment and Vocational System is used for skill evaluation. Students determine their work style likes and dislikes and an objective, documented resume of the work skills each student possesses is recorded.

These data provide the program with information about skills that could be developed and/or increased by changes and modifications within the curriculum.

The Center is located at the Four County Joint Vocational School to provide easy accessibility to local schools.

OH-42

Sponsoring Agency: Youngstown City School District
20 West Wood Street
Youngstown, Ohio 44503

Project Title: Diversified Vocational Instruction

Project Director: James B. French, Federal/State Programs Director
(216) 747-4493

Funding: $107,213.98 Federal
18,920.10 Local
$126,134.00 Total

Population Served: 52 EMR students

Project Description:

The Project's purpose is to provide handicapped youth with an opportunity to acquire work skills and job experiences to facilitate the completion of an education as guided by vocational evaluation.

The vocational training takes place for a half day at the local Vocational school which is the site of the vocational laboratories. Training is provided in Community House Service, Auto Specialties, and Building Maintenance.

OH-43

Sponsoring Agency: Zanesville City Schools
200 North Sixth Street
Zanesville, Ohio 43701

Project Title: A Pre-Vocational Learning Laboratory Programmed for Hearing Impaired Students

Project Director: Ralph Storts, Assist Superintendent of Schools
(614) 454-9751 ext 214

Funding: $19,122.80 Federal
4,780.70 Local
$23,903.50 Total

Population Served: 24 Deaf Students

Project Description:

Pre-Vocational education is provided for secondary hearing impaired students, grades 7-12, through curriculum integration, learning laboratory work, field trips, work sampling; and work experience inservice activities are provided for teachers.

All hearing impaired 7th-12th graders from a nine county southeastern Ohio area are enrolled in the Zanesville City Schools and are served by this project.

OH-44

Sponsoring Agency: Muskingum Area Joint Vocational School District
400 Richards Road
Zanesville, Ohio 43700

Project Title: An Affirmative Action in Vocational Education for Minority Groups

Project Director: Dr. C.D. Mills
(614) 454-0101

Funding:
$9,261.60 Federal
2,315.40 Local
$11,577.00 Total

Population Served: 139 Minority secondary school students

Project Description:

The project's purpose is to inform and encourage minority groups students to enroll in vocational training programs. The project's primary objective is the recruitment of students.

Between December and February a vocational counselor contacts students in their homes, at community centers, and clubs in order to acquaint them with the opportunities for vocational and/or technical training. The offer is also made to students to participate in work assessment and to aid them in program choice.

OH-45

Sponsoring Agency: Muskingum Area Joint Vocational School District
400 Richards Road
Zanesville, Ohio 43701

Title of Project: Supportive Services to the Handicapped

Project Director: Dr. C.O. Mills
(614) 454-5110

Funding: $13,574.14 Federal
3,393.54 Local
$16,967.68 Total

Population Served: 34 EMR and 9 Emotionally Disturbed secondary school students

Description of Project:

The purpose of the program is to provide supportive services needed by handicapped students in special unit vocational training programs.

Teacher aides are in integral part of the program. They provide supervisory support to the vocational instructor during the students' work-site lab periods.

OK-1

Sponsoring Agency: Oklahoma School for the Blind
P.O. Box 309
Muskogee, Oklahoma 74401

Title of Program: Distributive Education and Work-Study for Visually Handicapped Students

Program Director: Mr. V.R. Carter, Superintendent
Oklahoma School for the Blind

Description of Program:

Distributive education is at least a one year requirement for each student, with a maximum of three years possible. The first year is an introductory year; the latter portion of the program is on-the-job training. Some of the school's students are enrolled in the area vocational-technical school two miles away and the local high school (since 75% of the school's student population is partially sighted).

A work-study program is offered on-campus to the distributive education students who perform for pay such tasks as vending stand operation, custodial aide, library aide, kitchen aide, child-care aide, etc.

PA-1

Sponsoring Agency: Bucks County Public Schools
Intermediate Unit No. 22
Ansley Building, Old Easton Road
Doylestown, Pennsylvania 18901

Title of Program: Secondary Vocational Education Program for the Handicapped (trainable mentally retarded)

Program Director: Mr. Roy Breffitt, Instructional Advisor
Special Classes

Population to be Served: Trainable mentally retarded students at the secondary level

Description of Program:

The program is based on the assumption that only a "hands on" approach can provide the TMR student with meaningful and relevant educational experiences. Although it appears to overstress education for work, the program's experiences have supported the assumption that most of the program's objectives can be neatly tied to and reinforced by this approach.

The program is based on a six-level model of student competency. The model's levels and associated program goals are described below:

Level I - TMR's who would be candidates for day care programs.

Program: There is none. Since the ultimate goal is to prepare the student for life in the community the placement of an individual in an institution must be regarded, philosophically, as a program failure. There should be no program aimed at getting students into institutions.

Level II - TMR's not yet ready for sheltered workshops, but could be with proper training.

Program: Students are trained in pre-occupational, social, and self-help skills.

Level III - TMR's who cannot be placed in competitive employment, but who can be readily placed in the sheltered workshop.

Program: Primary emphasis is exposure to variety of "hands on" career experiences.

Level IV - TMR's who could achieve and need the maturing effect of competitive employment experience, but this experience is precluded because of either the labor market or the need for special supervision.

Program: The program work at this level is school-based. The only alternatives at present are on-the-job training (which lasts long enough to get student employed or returned to classroom) or sheltered workshops placement "which is beneath the dignity of these students".

Level V - The individual who can hold a position in the competitive labor market if given appropriate on-the-job training.

Program: Occupational Training Specialists, (OTS) locate jobs for students who are trained on-the-job on a one-to-one basis with the OTS. If student is able to learn job to full satisfaction of the employer, he becomes employed full-time, at the prevailing rate of pay and is dropped from the school roles. Approximately 25 students have reached this level in the two years the program has been in effect.

Level VI - The individual who can secure competitive employment on his own.

Program: The student who functions at this level probably will have demonstrated competency all previous levels. The entire program is aimed at this level as an ultimate goal.

Not yet developed, but being pursued, is a program aimed at the competencies needed for idependent community living. Since our society is intolerant of idleness, this proposed program will endeavor to preclude having the TMR just "hang around" and become the continuing brunt of criticism as well as handy scapegoat on whom to blame all unsolved crimes.

PA-2

Sponsoring Agency: Special Education Services
Berks County Intermediate Unit 14
11th floor, Courthouse
Reading, Pennsylvania 19601
(215) 779-1551

Title of Program: Berks County Vocational Services Program to the Handicapped

Program Director: H. William Fisk, Jr.
Assistant Director
Berks County Vocational-Technical School

Description of Population Served: Pupils between the ages of 14 and 21 who are enrolled in either an intermediate unit or public school district sponsored special education class.

Description of the Program:

The program is composed of four phases; vocational exploration, evaluation, training and placement. The phase of the program in which a pupil is enrolled in determined through recommendations by, and staffing meetings with, all those persons concerned with the overall programming for the pupil.

During the first phase of the program, the Vocational Career Education Guidance Unit (a forty-foot mobile van for special education pupils, ages 14-21 in all of the county's school districts) was designed so that small groups of students could: evaluate themselves in terms of interests and abilities in the vocational world; explore a number of careers available to them with an in-depth study of one or more careers of special interest; experience simulated pre-vocational situations such as filling out applications and being interviewed for a job.

The second phase, the Mobile Vocational Evaluation Unit, (consisting of two 8 by 25 foot mobile modules) allows the county's special education pupils (ages 16-21) to be evaluated in vocational aptitudes and attitudes

through actual hands-on experience at ten job stations which simulate tasks encountered in actual business and industrial occupations.

The third phase consists of single skill (mini-skill) training at the Berks Vocational-Technical School for the county's special education students ages 16-21. Pupils can be trained for specific entry-level job skills in fifteen vocational areas.

The fourth phase of the program is actual supervised work experience. Pupil placement in this phase is accomplished through placement personnel upon the recommendations occuring from the other three program phases and from home school instructors. The placement personnel also provide follow-up in terms of on-site supervision and evaluation of each pupil placed.

During the 1974-75 school year Special Mobile Industrial Learning Environment (SMILE) units were added, thus expanding the program beyond that previously offered in the Mini-skills area. Included in these units are: agricultural mini-skills, consumer information, pre-industrial exploration with industrial equipment, and driver education. Each of these units is located in a 12' X 60' module, each of which has the mobility to be relocated at a site best suited for its most efficient usage.

RI-1

Sponsoring Agency: Rhode Island State Department of Education
Bureau of Research, Planning and Evaluation
199 Promenade Street
Providence, Rhode Island 02908

Title of Project: Rhode Island Education Management Information System - Vocational Module

Project Director: Mr. Donald Galamaga, Deputy Associate Commissioner
Bureau of Budget (401) 277-2061

Funding: $60,000 federal
state
$60,000 total

Population Served: All vocational education students (grades 7-12) regardless of program funding source and all vocational education program graduates

Project Description:

The Vocational Module of the Rhode Island Management Information System was selected as the pilot of the entire system. The major objective of the overall system, and for the Vocational Module as it pertains specifically to Vocational Education is:

> "...to bring information to bear about students and programs for students so that both decision makers can be afforded the information necessary to make resource allocations based upon educational needs, and that educators and students alike can utilize the system for instructional growth purposes."

Three types of information are acquired and stored by the system:

(1) Information about individual students (graduates) such as name, address, school, curriculum major, and building homeroom number among others. This category is termed Information for Control Purposes.

(2) Information that deals with collective or individual items necessary for management such as number of teachers, quality of textbooks/equipment, subject/course, room capacities, enrollments, etc. This category is termed Information for Management Purposes.

(3) Information that deals with policy planning and program planning such as needs assessment data, census data, economic trend data, planned construction, etc. This category is termed Information for Planning Purposes.

TX-1

Sponsoring Agency: Cooper High School
Abilene Independent School District
Abilene, Texas

Title of Program: Special Vocational Program for the EMR in the Comprehensive High School

Description of Program:

The vocational education for the handicapped program is housed at Cooper High School, one of Abilene's two high schools. Two vocational cluster areas are offered: Home and Community Service, and General Construction Trades. All participating students are 16 years old or older.

The academic classrooms are adjacent to the vocational classroom; communication between academic and vocational teachers is informal and frequent.

Although the program was first proposed by the district's Special Education administrators, it is now strongly endorsed, supported and controlled by the vocational administration.

The EMR students have considerable pride in attending school at Cooper, and the prestige of the location of this special vocational program is a motivating factor for younger special education students.

TX-2

Sponsoring Agency: Texas Education Agency
Department of Occupational Education
and Technology
201 East 11th Street
Austin, Texas

Title of Model: Three phase model of vocational education for the handicapped

Description of Population to be Served:

Model Director: Mr. Ray Barber, Director
Division of Occupational Research and Development

Description of the Model:

The conceptual design of vocational education for the handicapped includes a three-phase approach to training:

Phase I - Exploratory-pre-vocational activities to include vocational assessment techniques leading to an occupational diagnosis.

Phase II - Vocational Training Programs - vocational training is a shop or laboratory setting either especially designed for the handicapped or in a regular vocational program with modified curriculum.

Phase III - Job Placement, Evaluation and Follow-up.

Phase I programs are primarily the responsibility of Education Service Centers that serve as collection of local districts. Local School district programs are primarily Phase II (although some larger districts have Phase I components), and the state schools. state hospitals have predominately Phase II programs -- with a few Phase I components attached. Phase III is the responsibility of the Texas Rehabilitation Commission, wither through its cooperative programs or through direct service by one of its counselors.

TX-3

Sponsoring Agency: Smiley High School
North Forest Independent School District
Houston, Texas

Title of Program: Integrating EMR students into regular secondary vocational programs.

Description of Program:

Special education students (EMR) are integrated into two vocational areas: Printing Trades and Horticulture Related. The regular vocational teachers were actively involved in the planning process with special education personnel.

Prior to the enrollment of EMR students, the vocational director met with the regular students in the printing and horticulture classes, and, after explaining the plans to enroll EMR students, requested their acceptance and assistance in "making this experiment work". The teacher aide in the Printing Trade class works with special and regular students interchangeably as does the teacher. Special students in the Horticulture Related class have not been as totally integrated. The teacher aide works with the EMR students and the regular teacher with the regular students. Both teacher aides spend a minimum of a week of orientation with special education classes prior to working with the special students in the vocational classes.

TX-4

Sponsoring Agency: Stinson School
Harlandale Independent School District
San Antonio, Texas

Title of Program: Vocational Education in the Special School

Description of Program:

The vocational program in this special school has courses operating primarily for 16 year old and older students in Apparel Service, Bricklaying, Food Service, and House Painting. Also included is a vocational orientation program for 14 to 16 year olds. Services available on the Stinson School campus include: academic classes, vocational and vocational orientation classes, vocational adjustment counseling, and rehabilitation commission services such as psychological, psychiatric, medical, and counseling services.

The vocational courses in Bricklaying and House Painting were developed in recognition of both the need for trained people and the fact that the fathers of the children in Stinson School were employed or self-employed in these fields, making employment readily accessible to students completing the courses.

UT-1

Sponsoring Agency: Granite School District
340 East 3545 South
Salt Lake City, Utah 84115

Title of Program: Project Cooperation

Program Director: Mr. Clive L. Jensen, Vocational Director

Description of Population to be Served: Disadvantaged high school students

Funding level: $199,000

Description of Program:

Salt Lake, Granite, Murray, Jordan, and Tooele School Districts, together with the Skills Center at Salt Lake, cooperatively provide vocational training programs for disadvantaged high school students in the districts served by the Project. The cooperative approach was prompted by the inability of any one of the districts to provide for the many vocational interests exhibited by these students.

The Project's objectives are:

1. Provide vocational guidance service to the disadvantaged.
2. Assist wherever possible in the high school completion process.
3. Obtain marketable job skills for the students in areas where jobs are available which can lead to career fields.
4. Wherever possible, provide work experience and/or on-the-job training to enhance job skills.
5. Coordinate vocational services and facilities so that programs can be conducted wherever the need arises.
6. Coordinate programs in such a way as to bring to bear the money resources of other agencies in the pursuit of this training, i.e., state board, CETH, school district, skills center.
7. Coordinate outreach, counseling, job placement, and follow-up services for the students.

Prospective students are assessed at the Skills Center by employment security services on social, academic, and attitudinal factors to determine concordance between a student and training offerings. All programs are designed to meet job market requirements. CETA outreach specialists locate and inform drop-outs about the opportunities offered by the project. Seven existing training programs represent fields in which there is a distinct shortage of trained, qualified personnel: welding, auto mechanics, auto body, diesel mechanics, food services, clerical and electronic assembly. Potential prugram offerings that can and will be offered on the basis of interest and needs: machinst, small and large appliance repair, drafting, fabrication lay-out, cooperative programs.

VA-1

Sponsoring Agency: Virginina Department of Education
Division of Vocational Education and
Division of Special Education
Richmond, Virginia 23216

Title of Agreement: An Agreement of Cooperation Between Virginina Department of Education (Vocational Education and Special Education Divisions) and Virginia Department of Vocational Rehabilitation

Program Director: Woodrow W. Wilkinson, Superintendent of Public Instruction
Don W. Russell, Commissioner, State Department of Vocational Rehabilitation

Description of Agreement:

The Division of Vocational Education and Special Education and the State Department of Vocational Rehabilitation recognize that joint cooperative programs are valuable and desireable and agree tow rok co-operatively to assist local schools, hospitals, and state institutions to establish and maintain jointly-sponsored programs for the handicapped.

The particulars of the agreement are as follows:

Vocational Education Agrees to:

1. Provide needed consultation to jointly initiate projects in local school divisions, state institutions, and hospitals.
2. Determine and grant approval for the vocational educational component of cooperative programs.
3. Determine and certify that the position of vocational education teacher(s) meets the minimum standards established by the Virginia State Board of Education.

Special Education Agrees to:

1. Provide needed consultation to jointly initiate projects in local school divisions, state institutions, and hospitals.
2. Determine and grant approval for the special educational component of cooperative programs.
3. Determine and certify that the position of special education teacher(s) meets the minimum standards established by the State Board of Education.

Vocational Rehabilitation Agrees to:

1. Cooperatively participate with the other agencies in developing comprehensive programs for the handicapped.
2. Define the services to be provided by the Department of Vocational Rehabilitation. The services are to be distinguished from in-school curriculum or other services provided by local school division or state institution.
3. Employ or assign, with the approval of the local school administration and/or state institution, vocational rehabilitation counselors

4. Reimburse the local school division, state institutions, and hospitals, if funds are available in accordance with the policies and provisions of the Division of Vocational Education and the State Board of Education.

4. Reimburse the local school division, state institutions, and hospitals, if funds are available, in accordance with the policies and provisions of the Division of Special Education and the State Board of Education.

Don W. Russell, Commissioner

full-time or part-time, to each program contingent upon the availability of funds.

4. Accept referrals of the handicapped youth for evaluation.

5. Determine the eligibility of individuals to receive vocational rehabilitation services.

6. Provide vocational rehabilitation services to those individuals determined to be eligible.

7. Continue services to those students after graduation or completion of jointly sponsored in-school program including additional training, placement, and follow up as needed.

WV-1

Sponsoring Agency: Cabel County Board of Education
620 Twentieth Street
Huntington, West Virginia 25703

Title of Program: Development of Vocational Education Curriculum for the Handicapped (Educable Mentally Retarded)

Program Director: Ms. Irene W. Nenni

Project Dates: 1969-1970

Description of the Project:

This report contains a curriculum design for primary, intermediate, junior high, senior high, and post-secondary levels. The curriculum correlates vocational education, special education, and vocational rehabilitation programs. The overall design of the project was intended for initiating the necessary changes for the development of salable skills at the entry level of employment in the area immediately adjacent to and surrounding Huntington, WY.

US 008 237

WY-1

Sponsoring Agency: Green River High School
School District No. 2
Sweetwater County
Green River, Wyoming 82935

Title of Program: Cooperative Occupational Education (COE) Special Needs

Program Director: Mr. Tom Polson, COE Needs Coordinator

Project Dates: September 1, 1974 - June 1, 1977

Description of Population to be Served: High school students (grades 10-12) who have academic, socio-economic, cultural, and other handicaps which prevent them from succeeding in existing, regular occupational (and academic) programs.

Funds: $15,000/year

Description of Program:

The program's objective is to provide a specially designed educational program and related services for the above mentioned students.

All COE needs in-class instruction and OJT is to be highly individualized for each student's learning, training, and personal needs.